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The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

**Headquarters: 20 N. Wacker Drive
Chicago 6, Ill.**

NED H. DEARBORN, president, National Safety Council

WAYNE P. HUGHES, director, School and College Division

HENRY T. HEALD, vice president for schools and colleges, National Safety Council

SCHOOL AND COLLEGE CONFERENCE, 1949-50

JOHN J. AHERN
WALTER A. ANDERSON
NORMAN E. BORGESON
RUTH A. BOTTOMLY
JOHN L. BRACKEN
EARL H. BREON
PERCY BUGBEE
FRANCIS S. CHASE
ZENAS R. CLARK
EARL E. CLARKE
PRUDENCE CUTRIGHT
HAROLD R. DANFORD
L. H. DENNIS
GILBERT H. DUNSTAN
MARIE DYE
CLYDE A. ERWIN
RUTH EVANS
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WALTER R. WILLIAMS, JR.
MARY MAY WYMAN
GEORGE F. ZOOK

S A F E T Y

Volume
XXIX
No. 2
Section
One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



BEATRICE ROBLEE, Editor
C. H. MILLER, Advertising Manager
BILL ANDREWS, Editorial Director



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October Cover—Hallowe'en, time of jack-o-lanterns, goblins, witches and such. To have a safe and sane Hallowe'en, do not destroy property—be sure you light your jack-o-lantern with a flashlight, not a candle.

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SCHOOL AND COLLEGE COMMITTEES

Safety Education Supervisors' Section
Chairman: **JAMES J. GRIFFIN**, Co-ordinator of Safety, Chicago Public Schools, Chicago, Ill.

Elementary School Committee
Chairman: **JAMES W. MANN**, Principal, Hubbard Woods School, Winnetka, Ill.

Secondary School Committee
Chairman: **ROY C. BRYAN**, Director, Campus Elementary and Secondary Schools, Western Michigan College of Education, Kalamazoo, Mich.

Higher Education Committee
Chairman: **EARL E. CLARKE**, Dean, General College, Ithaca College, Ithaca, New York.

Driver Education and Training Section
Chairman: **GORDON C. GRAHAM**, Supervisor of Safety Education, Public Schools, Detroit, Mich.

School Transportation Committee
Chairman: **MAURICE G. OSBORNE**, Chief Bureau of Field Services, State Dept. of Education, Albany, N. Y.

School Plant Planning Committee
Chairman: **H. W. SCHMIDT**, Supervisor School Building Services, State Department of Public Instruction, Madison, Wis.

Standard Student Accident Report Committee
Chairman: **ZENAS R. CLARK**, Adm. Asst., Wilmington (Del.) Public Schools.

Contents of **SAFETY EDUCATION** are regularly listed in "Education Index."

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Haverhill's schools
make safety among
students a reality.



SAFETY RADIO FORUM

by R. M. WOODBURY

Students of Haverhill's schools
gather at the microphone to dis-
cuss one phase of school safety.



LIBRARY

SEP 22 1949

New Mexico College of Agriculture
and Forestry

THE three "R's" have always maintained top position in the instructional planning and activities of the traditionally conservative Haverhill schools. But health and safety now hold the number one position.

Through the active guidance of the superintendent of schools, Lyman B. Owen, safety has taken on a new meaning throughout the entire community. Superintendent Owen, recognizing the fact that safety is something more than a mere slogan, is striving to make it a fundamental skill, knowledge and attitude to be acquired by every boy and girl.

One of the superintendent's first steps in this direction was to decree that the first 15 minutes of every school day be devoted to discussions and activities pertaining to safety and health. Secondly, he enlisted the services of the director of health and physical education to: 1) develop a study guide for safety education; 2) co-ordinate the efforts of community, teachers and pupils in developing an efficient program of safety; and 3) serve as safety consultant for the schools. It was no coincidence that his newly appointed co-ordinator was also president of the citywide safety council.

What happened since the superintendent started this safety program would require too much space to describe in detail. However, one activity which did much to stimulate interest in safety and inform the citizens as to what the schools were striving to accomplish consisted of a school radio forum. As radio

broadcasting was a new undertaking to the schools of the city, the author served as the forum's co-ordinator to guide the activity. In this capacity he met with the forum's participants and roughed out the general plans, timing and broadcasting details with the radio station's program director.

Forum members consisted of members of the safety councils from two of the city's schools who selected as their subject for discussion, "Should Haverhill's schools have safety patrols?" The group considered this an appropriate question for discussion in view of the recent activities renewing the safety patrol systems in the schools.

Each forum team consisted of three discussion leaders and three alternates, who, under the guidance of a teacher, prepared original scripts. It was surprising to observe the amount of research undertaken by the forum members and their proficiency in developing their material. In addition to these participants, representatives from each school filled the studio to give their support.

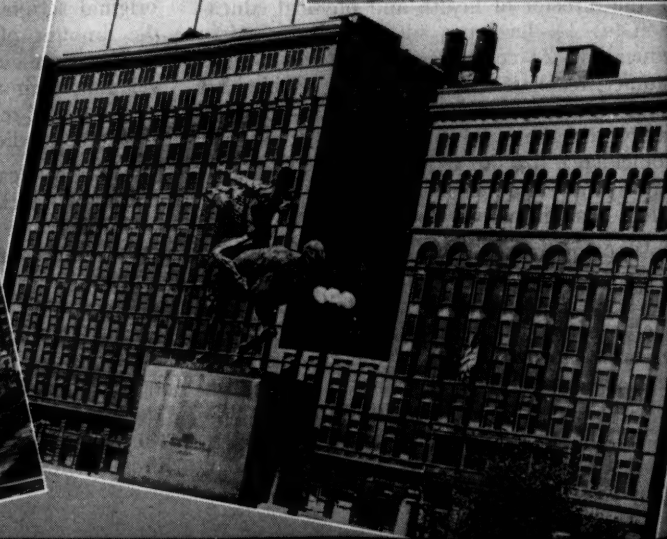
The broadcast itself went off without a hitch with each speaker presenting his points with assurance and enthusiasm in favor of, or in opposition to, the patrols. Interest ran high as the studio audience joined in firing question after question at the speakers. This initial radio broadcast by the children, in addition to providing a worthwhile educational opportunity, stimulated a citywide interest in the problems pertaining to safety and paved the way for a successful and revitalized safety program for the schools of Haverhill.

MR. WOODBURY is district principal at Tilton school, Haverhill, Texas.

Safety Education for October, 1949

Safety Spotlight on

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Safety

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NATIONAL SAFETY CONGRESS AND EXPOSITION

THE safety spotlight swings to the mid-west and focuses itself on Chicago—where the 37th National Safety Congress and Exposition of the National Safety Council prepares itself for display, October 24-28, 1949.

The school and college sessions of the Congress will be held at the Morrison hotel again this year. Speakers from all parts of the country, who are well-qualified to speak on the subjects to be presented, will give stimulating talks and lead interesting discussions on the many phases of school and college safety.

Special exhibits of interest to the participants and visitors to the school and college program will be on display at the Sherman

hotel. These exhibits will display a variety of materials and may offer suggestions which will prove helpful to teachers and administrators in planning their school safety programs across the country.

A quiz program, featuring students from different cities of the nation, will be moderated by Joe Kelly, master of ceremonies of the radio "Quiz Kids." This special program will be in the field of driver education and training. The students are to evaluate the present driving programs in the schools of the nation.

Following is the schedule for school and college meetings:

Monday Afternoon

October 24, Morrison Hotel
Second Floor, Parlor F

Business Meeting Safety Education Supervisor's Section, N.S.C.

Presiding: JAMES J. GRIFFIN, Co-ordinator of Safety, Public Schools, Chicago, Ill.; General Chairman, Safety Education Supervisor's Section, N.S.C.

- 1:00 **Report of Standards Committee.**
LONNIE GILLILAND, Co-ordinator of Safety Education, Public Schools, Oklahoma City, Okla., Chairman.
- 1:15 **Report of Membership Promotion Committee.**
VAUGHN L. HALL, Dir. of Health, Physical Education & Recreation, State Dept. of Public Instruction, Salt Lake City, Utah, Chairman.
- 1:20 **Report of Membership Review Committee.**
ALBERT A. PILVELIS, Dir., School Health & Physical Education, Board of Education, New Haven, Conn., Chairman.
- 1:25 **Report of Congress Evaluation Committee.**
C. W. HIPPLER, Dir., Child Welfare & Safety Education, Public Schools, Pasadena, Calif., Chairman.
- 1:30 **Report of Nominating Committee & Election of Officers.**
W. C. YEAGER, Dir. of Safety Education, Public Schools, Sioux City, Iowa, Chairman.

Monday Afternoon

October 24, Morrison Hotel
Mezzanine, Hollywood Room

General Session

Presiding: JAMES J. GRIFFIN, Co-ordinator of Safety, Public Schools, Chicago, Ill.; General Chairman, Safety Education Supervisor's Section, N.S.C.

- 2:00 **A Superintendent Speaks for Safety Education.**
HEROLD C. HUNT, General Supt. of Schools, Chicago, Ill.; Member, Board of Directors, N.S.C.; Member, School & College Conference, N.S.C.
- 2:30 **Acting on the Superintendent's Proposals.**
(A Symposium.)
Discussion Leader—JOHN W. STUDEBAKER, Vice-Pres. & Chairman of the Editorial Board, Scholastic Magazines, New York, N. Y.; Chairman, School & College Conference, N.S.C.
 - (a) **Administering Smoothly.**
D. WILLARD ZAHN, Supt., District 1, Public Schools, Philadelphia, Pa.
 - (b) **Utilizing Aid From the State.**
A. R. MEADOWS, State Supt. of Education, Dept. of Education, Montgomery, Ala.
 - (c) **Obtaining Community Support.**
PAUL H. BLAISDELL, Executive Dir., National Committee for Traffic Safety, Chicago, Ill.; Secy., Committee on Organized Public Support, The President's Highway Safety Conference.

Monday Afternoon

October 24, Morrison Hotel
Second floor, Roosevelt Room

4:00 Reception.

Monday Evening

October 24, Morrison Hotel
Mezzanine, Hollywood Room

Group Meeting of Safety Education Supervisor's Section

Presiding: NORMAN E. BORGERSON, Asst. Supt., State
Dept. of Public Instruction, Lansing, Mich.

7:00 **Bicycle Safety.**
LONNIE GILLILAND, Co-ordinator of Safety Education,
Public Schools, Oklahoma City, Okla.

7:20 **School Safety Patrols.**
ROBERT W. EAVES, Secy., National Commission
on Safety Education, National Education Assn.,
Washington, D. C.

7:40 **Curriculum Trends in Safety Education in the
Secondary Schools.**
(Speaker to be announced.)

8:00 **Curriculum Trends in Safety Education in the
Elementary Schools.**

VIOLET L. FINDLAY, Supvr., Dept. of Nature
Study & Health Instruction, Board of Public
Education, Wilmington, Del.

Tuesday Morning

October 25, Morrison Hotel
Mezzanine, Hollywood Room

Group Meeting on Secondary Schools I

Presiding: PETER B. RITZMA, District Supt. of Schools,
Chicago Public High Schools, Chicago, Ill.; Chairman,
Secondary School Committee, N.S.C.

9:45 **The Place of Safety Education in the Curriculum
of the Modern Secondary School.**

HAROLD C. HAND, Prof. of Education, University
of Illinois, Urbana, Ill.

10:15 **The General Safety Education Course in the
University City High School.**

HELEN MANLEY, Dir., Health, Physical Education
& Safety, Public Schools, University City,
Mo.

10:35 **New York City's Program for Making Safety an
Integral Part of the Curriculum.**

WILLIAM H. BRISTOW, Dir., Bureau of Curriculum,
Board of Education, New York City Public
Schools, Brooklyn, N. Y.

10:55 Discussion.

Tuesday Afternoon

October 25, Morrison Hotel
Mezzanine, Hollywood Room

Group Meeting on Secondary Schools II

Presiding: DEWEY F. BARICH, Head, Dept. of Industrial
Education, Kent State University, Kent, Ohio.

2:00 **Who Was Responsible for This Accident?**
GERALD M. COLEMAN, Supvr. of Instruction, St.
Joseph Public Schools, Board of Education, St.
Joseph, Mo.

2:15 **Faculty-Student Organizations for Safety.**
MACO B. WHITTALL, Safety Adviser, J. M. Atherton
High School for Girls, Louisville, Ky.

2:35 **The Student Council Contributes to Safe
Living.**
ELDEN D. FINLEY.

2:55 **What About Student Courts in Secondary
Schools? (Panel Discussion.)**

Participants:

FRANCIS L. BACON, Professor of Education
University of California, Los Angeles, Cal.

ELDEN D. FINLEY.

R. BRANDON MARSHALL, Dir., Hamilton Safety
Council, Hamilton, Ohio.

3:15 Discussion.

Tuesday Afternoon

October 25, Morrison Hotel
Second Floor, Parlor F

Group Meeting on Safety in Vocational Education Sponsored by the Joint Safety Committee of the American Vocational Association—National Safety Council

Presiding: L. H. DENNIS, Executive Secy., American Vocational
Assn., Inc., Washington, D. C.; Secy., Education
Committee, The President's Conference on Industrial
Safety.

2:00 **Teaching Aids for Safety in Vocational
Education. (A Symposium.)**

(a) **In Agriculture Education.**

RALPH A. HOWARD, State Supvr., Vocational
Education, Columbus, Ohio; Chairman,
Joint Safety Committee, AVA-NSC.

(b) **In Distributive Education.**

ROY FAIRBROTHER, Supvr., Distributive Education,
State Board of Vocational & Adult
Education, Madison, Wis.

(c) **In Guidance.**

L. T. JOHNSTON, Supvr., Guidance, Training
Placement, Vocational State Rehabilitation
Div., Dept. of Education, Austin,
Texas.

(d) **In Homemaking Education.**

MATTIE PATTISON, Prof., Dept. of Home
Economics Education, Iowa State College,
Ames, Iowa.

(e) **In Industrial Education.**

SYLVAN A. YAGER, Chairman, Dept. of Industrial
Arts & Trades & Industry, Indiana
State Teachers College, Terre Haute, Ind.

2:50 **The Report of the Education Committee of the
President's Conference on Industrial Safety.**

C. W. BEESE, Dir., Technical Extension Div.,
Purdue University, Lafayette, Ind.; Chairman,
Education Committee, The President's Conference
on Industrial Safety.

3:15 **"Safety in the Woodshop."**

EARL E. MOORE assisted by W. P. JONES and
DAN A. FARRELL, Carnegie-Illinois Steel Corp.,
Pittsburgh, Pa.

3:45 Discussion.

Tuesday Evening

October 25, Morrison Hotel
Mezzanine, Hollywood Room
7:30 o'clock

Special Showing of Films for School and College Delegates

Wednesday Morning and Afternoon

October 26, Morrison Hotel
Mezzanine, Hollywood Room

Group Meeting Conducted by Elementary School Committee

Presiding: JAMES W. MANN, Principal, Hubbard Woods
School, Winnetka, Ill.; General Chairman, Elementary
School Committee, N.S.C.

Safety Education for October, 1949

Plan of Meeting

The entire group will meet together at 9:45. At 10:30 and again at 1:30, three round robin groups will meet, the same subject being discussed at the morning and afternoon sessions. Each participant may select which groups he wishes to attend or, if he prefers, may attend one or more of the open Committee meetings. At 3:00 o'clock, the group will then reconvene for reports from each round robin group and a summary of the day's work. Materials of interest to the elementary school teacher and administrator will be on display at the Hollywood Room from 9:00 until 5:00 o'clock.

9:45 **Making Today Count for Safety Education.**
PRUDENCE CUTRIGHT, Asst. Supt., Public Schools, Minneapolis, Minn.

10:30 **Attend Round Robin or Open Subcommittee Meetings.**

3:00 **Report From Recorders of Round Robin Groups.**

Recorders:

RAY O. DUNCAN, State Dir. of Health, Physical Education & Safety, State Dept. of Public Instruction, Springfield, Ill.

GRACE FITCH, Principal, Franklin Elementary School, Jacksonville, Ill.; Member, National Commission on Safety Education, N.E.A.

MRS. ROBERT E. MOORE, Teacher, The Avery Coonley School, Downers Grove, Ill.

3:30 **Toward a Safer Tomorrow.**

E. PATRICIA HAGMAN, Asst. Prof. of Health & Physical Education, Teachers College, Columbia University, New York, N. Y.

Second Floor, Walnut Room

10:30 **All Staff Members Teach Safety.**

Led by—EARL A. JOHNSON, Head, Dept. of Education, Ball State Teachers College, Muncie, Ind.

Assisted by—MRS. RAYMOND H. CHOUFFET, Teacher, Pines School, North Wilbraham, Mass.

Recorded by—RAY O. DUNCAN, State Dir. of Health, Physical Education & Safety, State Dept. of Public Instruction, Springfield, Ill.

Second Floor, Parlor F

10:30 **All Pupils Teach Safety.**

Led by—THELMA REED, Principal, William Volker School, Kansas City, Mo.; Member, National Commission on Safety Education, N.E.A.

Assisted by—C. WESLEY DANE, Professor of Health, Phys. Ed. and Rec., Indiana University, Bloomington, Ind.

MISS DORIS HOLMES, Director of Elementary School Curriculum, Indianapolis Public Schools, Indianapolis, Ind.

C. O. DALE, Superintendent of Schools, District No. 107, Highland Park, Ill.

Recorded by—MRS. ROBERT E. MOORE, Teacher, The Avery Coonley School, Downers Grove, Ill.

Second Floor, Parlor G

10:30 **All Citizens Teach Safety.**

Led by—LESLIE R. SILVERNALE, Executive Secy., Michigan Inter-Industry Highway Safety Committee, Detroit, Mich.

Assisted by—CARLTON M. EDWARDS, Asst. Prof., Dept. of Agricultural Engineering, Cornell University, Ithaca, N. Y.

SGT. C. F. VANBLANKENSTEYN, Staff Sgt., Michigan State Police, East Lansing, Mich.

Recorded by—GRACE FITCH, Principal, Franklin Elementary School, Jacksonville, Ill.; Member, National Commission on Safety Education, N.E.A.

Second Floor, Walnut Room

1:30 **All Pupils Teach Safety.**

Led by—KATHRYN E. STEINMETZ, District Superintendent, Elementary District No. 1, Board of Education, Chicago, Ill.

Assisted by—ALBERT H. GOODRICH, Principal, Irving Park School, Chicago, Ill.

RUTH JEWELL, Teacher, Elementary Music, Oak Ridge Schools, Oak Ridge, Tenn.

MRS. DAISY HOWARD, County Supt. of Schools, Genesee County, Flint, Mich.

Recorded by—MRS. ROBERT E. MOORE, Teacher, The Avery Coonley School, Downers Grove, Ill.

Second Floor, Parlor F

1:30 **All Citizens Teach Safety.**

Led by—MRS. FRED KNIGHT, Chairman, Committee on Safety, National Congress of Parents & Teachers, Cartersville, Ga.

Assisted by—BERTHA TRUNNELL, Principal, Auburndale Graded School, Jefferson County Schools, Louisville, Ky.

ELIZABETH W. ROBINSON, Educational Adviser, American Junior Red Cross, American Red Cross National Headquarters, Washington, D. C.

VIRGIL ROGERS, Supt. of Schools, Battle Creek, Mich.

Recorded by—GRACE FITCH.

Second Floor, Parlor G

1:30 **All Staff Members Teach Safety.**

Led by—MARION CARSWELL, Principal, North School, Glencoe, Ill.

Assisted by—MRS. LONNIE GILLILAND, Britton Elementary Teacher, Oklahoma City Public Schools, Oklahoma City, Okla.

MILDRED L. BATCHELDER, Executive Secy, Div. of Lib. for Children and Young People, American Library Assn., Chicago, Ill.

Recorded by—RAY O. DUNCAN, State Dir. of Health, Physical Education & Safety, State Dept. of Public Instruction, Springfield, Ill.

Open Committee Meetings

Mezzanine, Hollywood Room

10:30 **Subcommittee on Teaching Aids.**
Chairman—FREDERICK ARCHER, Asst. Dir., Extension Div., University of Alabama, University, Ala.

11:30 **Editorial Subcommittee.**
Chairman—STANLEY W. MCKEE, Principal, Lincoln School, District 108, Highland Park, Ill.

2:00 **Public Relations Subcommittee.**
Chairman—J. E. WINDROW, Prof. of Education & Dir., Public Services, George Peabody College for Teachers, Nashville, Tenn.

Wednesday Afternoon

October 26, Morrison Hotel

Fourth Floor, Room 440

2:00 o'clock

Group Meeting on Driver Education and Training

Presiding: GORDON C. GRAHAM, Supvr., Safety Education Dept., Detroit Public Schools, Detroit, Mich.; Chairman, Driver Education & Training Section, N.S.C.

Business Meeting

Open Discussion

1. Attitudes—Should they get more attention? Ways and means of developing.

This will be an open discussion of subjects, selected by members of the Section. There will be no prepared speeches. Everyone will have a chance to ask questions or express his views on the following:

2. Methods of instruction—What are their strengths and weaknesses?

3. Are present methods of securing cars satisfactory?
4. Specific illustrations of off-street practice areas—Is this procedure essential?
5. Cost of driver training? Can it be reduced without hurting the course?
6. Teen-age drivers and their effect on insurance rates?
7. How to overcome difficulties in getting required time for behind-the-wheel instruction?
8. How to use the "Man-to-Man," "Dad-to-Daughter" agreement?

Thursday Morning

October 27, Morrison Hotel
Mezzanine, Hollywood Room

Group Meeting on Safety Education in Colleges and Universities, Conducted by the Higher Education Committee

Presiding: GEORGE H. HILLIARD, Dir., Student Personnel & Guidance, Western Michigan College of Education, Kalamazoo, Mich.; Pres., Personnel Section, American Association of Colleges for Teacher Education.

- 9:45 **A Well-Rounded Safety Curriculum for the Prospective Teacher.**
MALCOLM PRICE, Pres., Iowa State Teachers College, Cedar Falls, Iowa; General Chairman, Higher Education Committee, N.S.C. 1949-1950.
- 10:15 **That They Shall Not Have Died in Vain.**
(A Symposium.)
Note: Several recent tragedies to college students have furnished the impetus for an attack on the problem of educating the college student for safer living.
- (a) **Must There be Another College Residence Hall Fire?**
JOHN J. AHERN, Dir., Dept. of Fire Protection & Safety Engineering, Illinois Institute of Technology, Chicago, Ill.
 - (b) **Safety Through Student Government.**
SUSAN B. HILL, Dean of Women, Michigan State Normal College, Ypsilanti, Mich.
 - (c) **Positive Action on the Campus of the University of Maine.**
RAYMOND P. THOMAS, Housing Mgr., University of Maine, Orono, Maine.
 - (d) **The Personnel Workers Contribute to Safety Education.**
MAVIS HOLMES, Dean of Students, Southeast Missouri State Teachers College, Cape Girardeau, Mo.

- 11:15 **Business Meeting.**
Report of Secretary.
GRACE M. GRIFFIN, Dir., Women's Dept., School of Physical Education and Athletics, West Virginia University, Morgantown, W. Va. Report of Membership Services Evaluation Committee.
JOHN E. CORBALLY, Prof. of Secondary Education, University of Washington, Seattle, Wash., Chairman.

Discussion.

Thursday Morning

October 27, Morrison Hotel
First Floor, Mural Room

Group Meeting of the Driver Education and Training Section

Presiding: NATHANIEL O. SCHNEIDER, Dir., School & College Div., New Jersey Safety Council, Newark, N. J.

9:45 **Bad Driving Habits of the Teen-Age Driver.**
GEORGE C. LOWE, Dir., Traffic Safety Education, The Atlantic Refining Co., Philadelphia, Pa.

10:05 **Teen-Age Drivers and Their Influence on Insurance Rates.**
WILLIAM H. BREWSTER, Mgr., Automotive Dept., National Bureau of Casualty Underwriters, New York, N. Y.

Students Speak Out

Courtesy Allstate Insurance Company

Panel Discussion

10:25 **Introductory Remarks.**
EUGENE F. WILLIAMS, Vice-Pres., Allstate Insurance Co., Chicago, Ill.

10:35 **Moderator**—JOE KELLY, Master of Ceremonies, N.B.C. "Quiz Kids" Program.

Student Panel.

PAT ANDREWS, N. R. Crozier Technical High School, Dallas, Texas.

SHARON BLACK, Albion High School, Albion, Ind.

CHARLES NEEL HOSKINS, Boys High School, Decatur, Ga.

WILLIAM KURTH, West High School, Waterloo, Iowa.

PETER LEAHY, Lane Technical High School, Chicago, Ill.

SHEILA MAULE, Pershing High School, Detroit, Mich.

RALPH WILLERS, Chatham High School, Chatham, N. J.

11:45 **Discussion.**

Thursday Afternoon

October 27, Morrison Hotel
Mezzanine, Hollywood Room

General Session on Forces Which Support the School's Program in Safer Living

Presiding: JOHN L. BRACKEN, Supt., Public Schools, Clayton, Mo.; Pres., American Association of School Administrators.

2:00 **Safe Transportation to School.** (A Symposium.)

(a) **The West Virginia Program.**

PAUL BOGGS, State Supvr. of School Transportation, Dept. of Education, Charleston, W. Va.

(b) **Honoring the School Bus Drivers of the Nation in the Person of Mrs. Ellen M. Walton, Medina, Ohio, Accidentless School Bus Driver for 44 Years.**

MAURICE G. OSBORNE, Chief, Bureau of Field Services, The State Education Dept., The University of the State of New York, Albany, N. Y.; Chairman, School Transportation Committee, N.S.C.

2:30 **School Plants Can be Safe.**

WALTER D. COCKING, Chairman, Board of Editors, The School Executive Magazine, New York, N. Y.

3:00 **Outside Influences.**

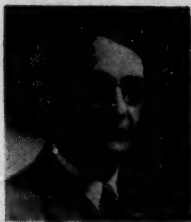
The Radio.

FRANK LUTHER, Radio Singer & Decca Recording Artist, Decca Records, Inc., New York, N. Y.

SOME CONGRESS PARTICIPANTS



Dewey F. Barich, head,
industrial arts dept.



John L. Bracken, super-
intendent of schools.



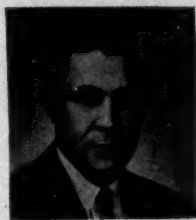
William H. Brewster,
mgr., automotive dept.



Mrs. Raymond H. Chouf-
let, teacher, Pines school.



Walter D. Cocking, chair-
man, board of editors.



Gerald M. Coleman, su-
pervisor of instruction.



L. H. Dennis, execu-
tive secretary, AVA.



Ray O. Duncan, director,
health, phys. ed., safety.



Robert W. Eaves, secy.,
Natl. Comm. on Saf. Ed.



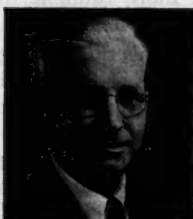
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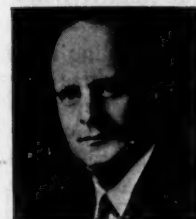
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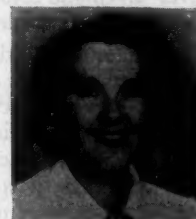
E. Patricia Hagman, asst.
prof., phys. ed. & safety.



George H. Hilliard, direc-
tor, student personnel.



Herold C. Hunt, general
supt. of schools.



Ruth Jewell, teacher,
elementary music.



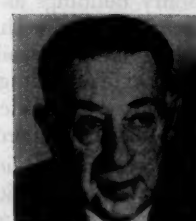
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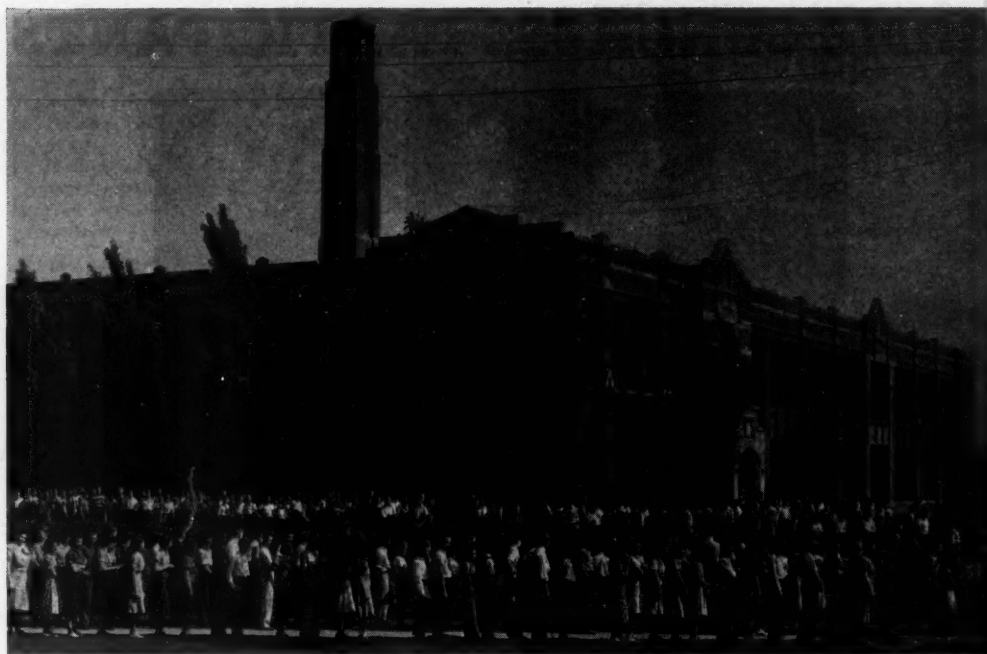
Peter B. Ritzma, dist. su-
perintendent of schools.



Mrs. Ellen M. Welton,
school bus driver.



Eugene F. Williams, vice
pres., Allstate Ins. Co.



School fire drills
eliminate hazards
and help everyone

EXIT WITH SAFETY

by N. E. VILES

IT IS obvious that one of the best means of protecting pupils from school building fire hazards is to provide fire-resistive buildings. However, very few buildings are fully fire resistive. Even the so-called fire-resistive buildings have combustible contents and trim.

Building ducts and openings leading from the furnace room or other places where fires originate may conduct smoke and fumes into the classrooms in sufficient quantities to create a hazard. Since some fire hazards exist in all school buildings, it is essential that adequate plans be made to remove the pupils from the building in case of emergency.

Many parents are inclined to think of masonry buildings as fully fire resistive. Parents and teachers should not depend upon building indestructibility. Fires do occur in all types of buildings and unless adequate provisions are made for evacuation some pupils may be injured during an emergency.

Emergency conditions create panic. Panic is not always limited to pupils. Unless pupils have been taught proper exit procedures they cannot be expected to leave the building in an orderly, safe manner.

The purpose of fire drills is to habituate pupils to an orderly evacuation procedure. There is no substitute for practice, but practice combined with classroom discussion may be more valuable than either the practice or discussion alone.

Pupils often move about or occupy various stations in the building during the day. Having learned an exit procedure and route from another room does not insure that a pupil will follow the desired procedure from a new location. Consequently, he must be taught the principles of fire evacuation and the routes to be followed from his every probable location in the building.

It is anticipated that the teachers will be in charge of the drills from their respective rooms. However, other school officials and parents must share this responsibility. They must understand that school fire drills are not fully effective until the exit procedure is routinized. School time will be required, and this time should be granted freely.

MR. VILES is specialist for school plant management of the Federal Security agency, U. S. Office of Education, Washington, D. C.

Safety Education for October, 1949

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Principles of the Drill

The basic principle of the fire drill is orderly and safe evacuation carried out expeditiously. Safety should not be sacrificed for unnecessary speed. On the other hand loitering should not be tolerated. The drill must be under complete control.

Teachers in charge should permit no running or yelling during passage out of the building. Teachers will learn that they cannot control the pupils unless they have themselves under control. Evidences of panic on the part of the teacher may breed panic on the part of the pupils.

Teachers should not be permitted to obviate the intent and purpose of the drill by remaining in rest rooms or elsewhere in the building. All persons should be required to evacuate in an established order.

If the drill is properly controlled, there will be no rushing or jamming at exits. There must be no milling around when pupils get outside. When the program is once established, the drill should be held for the purpose of developing perfection in the routine.

Building Plan

Drills cannot be left to chance. There should be a designated head who will sound the fire alarm signals for practice drills. He should name a set of assistants and make arrangements for these assistants to be on duty and take charge of the drill when he is out of the building.

Teachers and pupils should know the person who is in charge and understand that obedience will be expected.

It will not be possible to make one drill pattern that is applicable to all buildings. It will be necessary to study the exit facilities, the probable spots for fires, and the areas to which the various groups of pupils are to assemble after leaving the building.

With this information the faculty of teachers, custodians and the principal should develop a building exit plan. This plan should be complete and should indicate the exits to be used under normal conditions by each room. It may be necessary to designate the order of march from the room.

After the building plan is established, signs in block letters should be posted in each room designating the route to be followed, the exits to be used, and the stopping areas for the pupils in that room when the alarm is sounded.

The teacher in that room should determine that the pupils in the room at the time she is there thoroughly understand these directions, and if there is some doubt about this understanding, she may well plan practice drills in order to make the pupils familiar with the procedure.

If she moves to another room or has another group of pupils in that room, the same procedure will be followed.

In preparing the building plan it will be advisable to make arrangements for the use of alternate exits in case one is blocked.

Under the direction of the principal and his assistants the room teachers should designate monitors or searchers who will assist in the direction of the lines, in searching for pupils who may be in toilet rooms, library stacks or work rooms.

The complete plans should include provisions for crossing the street if such is necessary. Traffic officers should be consulted on points at which students out on drills cross streets, if it is necessary for them to do so.

It will not be desirable to permit the pupils to remain on the street, and if they cross the street, monitors should be designated and provided with signs to be used in halting street traffic. Traffic officers should be advised on flags to be used, and a uniform flag should be adopted in the community.

In preparing the over-all plan the stopping points should be selected for each room. It is desirable that these stopping points not be in areas where the pupils will be in danger from traffic or where they might be in the road of fire-fighting activities. It will be well to consult the local fire officials on this.

Cutting off Fire Hazards

The exit drill is for pupil not property protection. A drill may be called at times when pupils are operating motors, using bunsen burners or blow torches, or have fires lighted in various laboratory and shop activities. Teachers should instruct pupils to shut off motors, to turn out fires, and the janitor should be instructed to turn off ventilating fans in order that these may not create actual fire hazards while the pupils and teachers are out of the building.

The Alarm

Many types of alarms have been used. The alarm that is preferred is one having tones distinctly different from those used for ordinary class purposes. To be effective the

alarm must be heard in all parts of the building and under all circumstances. Teachers should be instructed on the use of the alarms so that they may give the exit signal in case a fire occurs.

The Drill

Drills should be held at various times of the day and on different days of the week in order to catch pupils at their several work stations. During the first part of the term it may be desirable to hold drills weekly or every two weeks until the pupils become familiar with exit procedures. After that time they should be held frequently enough to maintain the degree of perfection desired. Teachers should be permitted to hold extra drills for their own rooms if necessary.

Special drill procedures will be required when pupils are gathered in assembly rooms or in gymnasium activities. These drills will probably require more attention than those from the classrooms. In these locations pupils may not be under the direction of their home-room teachers but will be assigned to the care of teachers responsible for the pupils in certain areas of the assembly room.

Teacher co-operation should be planned for the evacuation. Two teachers with rooms close together should be assigned to work co-operatively. Each one will plan a routine of movement for the pupils in the room and will bring her pupils to the door of the room. She will take up her class book and arrive at the door of the room with them.

Then one of the two teachers will take charge of the two lines, leading them to the designated exit or stairway. If this exit is

When the fire drill signals sounds, all students of the school should quietly and orderly evacuate the classroom, under the teacher's direction.



blocked, she will arrange for a reversal of the lines leading them to another exit.

In the meantime the teacher who remained at the door will use the monitors assigned her in checking on pupils who may be in toilet rooms or other areas outside the classroom and in helping handicapped children.

The two teachers will go with their lines to the designated assembling points and will hold the lines in position until the signal is given to disperse, remove to another point, or return to the building.

Pupils who have been in toilet rooms will pass out of the building in the lines nearest them, proceed with this line to its stopping point, and then, with permission of the teacher in charge, transfer to their own lines where they will report to the teacher in charge.

Teachers should enforce the regulations on quietness and no running in order that they may make a complete roll call check of all the pupils in line.

The evacuation plan should be tailored to fit the building, the program and the abilities of the pupils in the building. When developed it should be practiced as often as needed to obtain and retain safe routine.

Return

Pupils should not be permitted to return to the building until the designated signal is given. They should not be permitted to return upon the ring of the usual class bell since the automatic class bells or signals might be sounded even when there is a fire. In most cases the principal can designate the return by some signal such as special colored flags which he will instruct monitors to hold up near each door and in areas where they may be seen by the pupils. Even then pupils should not be turned loose to rush back into the building without direction.

If the principal or his assistant in charge finds that there is a fire in the building, he should send monitors as runners to the various lines giving the teachers instructions on the control of their lines. He should indicate whether the lines are to be dismissed from where they are, taken farther from the building or held in position.

Adequate, safe fire drills don't just happen. They are the result of careful planning and frequent practice. This practice may be made more effective when it is coupled with specific instruction. The aim is to obtain prompt but safe evacuation.

Driver education
instructor speaks
of his experiences.

PERSONALLY SPEAKING

by IRVIN G. WALMER

THE automobile driver training courses now offered in Springfield's public school system are the outgrowth of interest in such training first shown 12 years ago. At that time, a committee headed by Ruth Evans, assistant supervisor of health, physical education and safety in the public schools, was named to consider the problem.

Miss Evans called together the men and women of the physical education department in the senior high schools to discuss how and where the program should be carried out and to compile a teaching outline. It was decided that a pre-driver course should be given as a part of the physical education program of the junior year. That year was chosen because the majority of the pupils are 16 years of age and anxious to learn something of driving. It was felt that the course could best be undertaken by the department of physical education and safety because of the interest among the staff members.

Twenty Hour Pre-Driver Course

A pre-driver training course to cover 20 hours of work was formulated to include: fundamental problems of driver training, an introductory unit used to stimulate interest; history of the automobile, its place in the present mode of living; accidents, their causes and means of prevention; the driver, his physical, mental and emotional characteristics; the pedestrian; the automobile and its functions; and the highway.

During the 11 years I have taught pre-driver training at Technical High school, we have developed various means of stimulating pupil interest. Class committees report on various types of traffic problems, streets and engineering problems, lighting of streets and similar matters. They compile a record of hazardous intersections in the city, they visit the police department and learn of the problems pertaining to traffic and traffic regulations. They visit garages to study the care and maintenance of automobiles. Educational motion pictures are shown.

One of the most stimulating factors in this course is a 1935 V-8 automobile. The body

was removed and the members of the class disassembled it, washed all parts, cut out various sections so that all mechanical parts could be seen in operation, reassembled it and installed the car as a model for use in the pre-driver training course.

When the course in behind-the-wheel training was first made available, there were so many applicants that it became necessary to screen the applicants. A survey was made in the four public high schools of Springfield to determine how many desired to take the training. The requirements were that the applicant be a senior, 16 years of age (the minimum age for securing a license in Massachusetts), must have passed the pre-driver course and have his parents' consent. There were 742 who qualified for instruction.

Actual Driving Is Best Test

At first, each pupil was given a psychophysical test consisting of reaction time, depth perception, peripheral vision, Snellen eye test, eye dominance and grip strength test. After giving such a series of tests and then giving road training, I reached the conclusion that these tests, in relation to teaching, were of little value. Actual driving will usually show immediately practically all of the reactions of the pupil determined through the tests. The tests give no proof that the pupil will make either a good or a poor driver.

My conclusion was that the tests should be given in connection with the pre-driver course as a motivating or stimulating factor for the pupil. The pupils showed great interest in the tests and in comparing results. In my estimation, these tests should be used purely as a motivating device.

I found that there was much to be learned about the method of teaching when the pupil was behind the wheel. It was then that my 24 years of experience as an athletic coach proved useful. I made an analysis of my teaching methods, breaking them down to the fundamentals and making whatever changes I considered needed. In this way I divided

MR. WALMER is a driver education teacher at Technical High school, Springfield, Mass.

the fundamentals of driving into four principal factors, each having its own subdivisions.

In brief, these factors are as follows:

1. Getting ready to drive
 - a. Key to switch
 - b. Adjust seat
 - c. Adjust rearview mirror
 - d. Open window on driver's side
 - e. Close and lock all doors
2. Starting the motor
 - a. Check to see that gears are in neutral
 - b. Push clutch in
 - c. Switch on
 - d. Press starter
 - e. Let clutch out
3. Moving the car
 - a. Clutch in
 - b. Shift into gear
 - c. Release emergency brake
 - d. Give more gasoline
 - e. Release clutch slowly and smoothly
4. Stopping the car
 - a. Clutch in
 - b. Apply brake
 - c. Shift to neutral
 - d. Set emergency brake
 - e. Take both feet off pedals

Divisions Explained

Some of the divisions may need further explanation. Under item 1, subdivision e, considerable discussion arises on why the doors should be locked. The first answer is to keep out undesirable persons. But also there is the thought that if there are children in the rear of the car, it will prevent them from opening the doors and falling out as the rear doors do not lock with the handles.

Under item 2, subdivision b and e, the clutch is pushed in when starting the engine to save strain on the battery and to be in position for moving gears when the motor has been started.

Under item 4, subdivision a, the clutch is used prior to the brake when stopping if the car is in first or second speed or in reverse. It is also used first if the car is in high speed but moving slowly. When traveling at speeds above 10 or 15 miles per hour, the brake should be applied before the clutch is pushed in.

It has been my experience that if the pupils learn these fundamentals and practice them until they follow the procedure without mistakes, they become good automobile operators. This does not necessarily mean they will

be good drivers or safe drivers, but they will have the ability to handle the mechanics of the car readily.

I have said nothing thus far about steering. It has been my observation, however, that the majority of pupils, and also the majority of experienced drivers, have their hands too close together on the steering wheel in making left or right hand turns. They have a tendency to pull the steering wheel with both hands on the side toward which the turn is being made.

After an analysis and experiments with steering, I find that left turns can be made easily and smoothly by following a set procedure. Drop the right hand low on the wheel just before turning. Then make a complete sweep or three-quarter turn of the wheel with the right hand, picking up the wheel with the left and controlling or guiding the car with the left hand. For a turn to the right, the procedure is reversed, the left hand making the sweep. Pupils find their steering much improved after adopting this technique.

Turn-Around Procedures

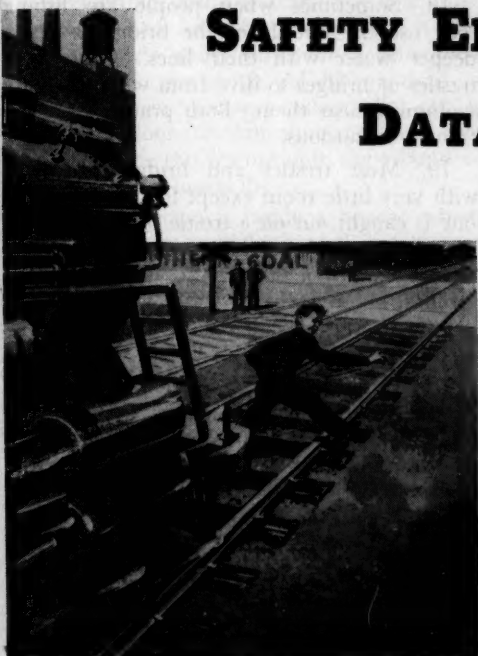
We had difficulty at first in teaching pupils to turn around in a narrow street. By adopting the above technique, it was made easy. With the car near the right curb so that the turn is to the left, the right hand makes two full sweeps with the wheel, the left hand being used between the first and second turns so that the right may be returned to the bottom of the wheel. This should all be done the first 18 to 24 inches of movement along the roadway. The wheel is then locked and controlled with the left hand.

The car should approach the curb at the left side of the road slowly. When 18 to 24 inches away, the left hand should make two full sweeps, reversing the first step. The car should be stopped, shifted into reverse, and, during the first 18 to 24 inches of movement, the left hand should make two more sweeps until the wheels are locked. Control should then be with the right hand. When the rear wheels are 18 to 24 inches from the curb the right hand should make two quick sweeps. The car should be stopped, shifted into first speed, and the turn can be completed easily with the right hand.

At the completion of our pre-driver and behind-the-wheel course, students know how to drive, not merely how to operate an automobile from the mechanical standpoint, and they have developed the proper attitudes toward courtesy and responsibility—the essential qualities of a good driver.

SAFETY EDUCATION

DATA SHEET — No. 38



RAILROAD TRESPASSING

Statistics

1. Every year in the United States, approximately 150 children under 15 years of age are killed while trespassing on railroad property. Two or three hundred more are maimed or crippled for life.

The Problem

2. Railroads have been intimately and romantically associated with the growth and history of our country. Songs and stories have been written, and many legends have been handed down about railroad heroes and giants of yesteryear.

3. Engineers and other men who help to operate the chugging and roaring giants have jobs equally as glamorous as those of our policemen, firemen or aviators.

4. It is no wonder, then, that railroading fascinates not only younger boys but almost everyone and that trains and railroad property in general attract children as places to play. Hardly a more hazardous "playground" can be found.

5. Railroad trespassing can be stopped only when everyone concerned understands what it is and how dangerous it can be.

What Is Trespassing?

6. Trespassing on railroad property is just as much a violation of property rights as walking into someone's home or yard without permission.

7. One enters the railroad's home without permission—or trespasses—when one:

- a) crawls under or passes around the end of lowered crossing gates;
- b) takes short cuts across the tracks other than at public crossings;
- c) walks on railroad tracks;
- d) hops rides on trains;
- e) uses railroad trestles or bridges;
- f) climbs in, on or around cars;
- g) tampers with railroad property, such as signals or switches;
- h) in any way damages insulators or signal lights along the right of way.

8. Railroad trespassing may be the cause of injury or death to the trespasser, railroad workers or passengers on the trains.

9. Gates at public railroad crossings are always lowered for a reason. Crawling under or passing around them, even though there is no train in sight, is trespassing.

10. Crawling under, between or climbing over the cars of a standing train is an invitation to death or injury for life. The train may start up suddenly, and anyone on, between or underneath the cars will be crushed or otherwise injured.

11. Taking short cuts across railroad tracks at any place other than regular crossings may save a few steps, but it won't save one's life. Railroad engineers do not expect to find people popping up in front of their trains at odd places. There may not be enough time and distance to stop the train. And emergency stops can cause damage to railway equipment, contents of cars or passengers.

12. Never walk on the railroad right of way. The walking may be easier, but just because a person is in the open country doesn't mean that a train traveling at almost 100 miles per hour can't overtake him before he can see or hear it and get off the tracks. Remember, too, that modern electric and diesel locomotives are much less noisy than steam locomotives and may come upon one before one knows it.

13. Sometimes people walk on the rails with the idea of seeing how far they can walk without falling off. This may be fun, but it is not safe fun. It is a very dangerous form of trespassing since a train may come upon one while one is concentrating on staying on the rail and not thinking about trains. Walking on rails can also be the cause of a serious injury if a person should slip and fall on top of the rail. A fractured skull or arm might be the result.

14. Hopping rides on trains is a quick way to lose arms or legs or to be killed outright. It is trespassing of the worst kind. If a person hops a ride on a freight train, even though he may have a firm hold, a sudden stop or jar can shake him loose and under the moving wheels.

15. While trying to swing aboard even the slowest moving trains, one may miss one's step or handhold and be dragged under cars.

Trestles and Bridges

16. Trespassing on railroad trestles or bridges is another serious violation of the property rights of the railroad. It is also prohibited by law.

17. In many cases using a trestle is a short cut or an easier way of crossing a river or stream or ravine than walking to a pedestrian bridge. Doing this is a quick way to get run over by a train.

18. Sometimes when people are fishing they use the middle of the bridge to reach deeper water with their lines. Others use trestles or bridges to dive from when they are swimming near them. Both practices are extremely hazardous.

19. Most trestles and bridges are built with very little room except for the train. If one is caught out on a trestle of this type, he may have no choice but to jump off rather than be hit by a train. And jumping to the ground, or on rocks or water which may be below the trestle, can cause lifetime injuries or death.

20. If the trestle or bridge is over water, the water may be too shallow to break the fall. If there is deep water below, a fall from a high trestle can stun or actually cause injuries, such as a broken back. And one could drown even if one were not injured.

21. Remember, too, a person can slip and fall from a trestle and be badly injured or killed with no train in sight.

22. Many trestles and bridges are constructed with open spaces between the railroad ties. Feet or legs can slip through these spaces and be twisted or broken. One also might be caught between the ties and not be able to get free just at the time a train is approaching. Trestle trespassing is always dangerous.

Climbing on Boxcars

23. If a person climbs on top of a boxcar he may trip and fall to the ground or on the tracks. A fall from that height can be fatal.

24. An engine coupling cars to the one a person is on always causes a jar, and the trespasser may be knocked off the car.

25. Often cars are cut loose from the locomotive with enough momentum of their own to reach standing cars and couple to them. Cars moving on their own momentum travel quite slowly, and it is difficult to detect the movement—especially since there is no engine attached to them to give warning by its sounds. When these moving cars couple or join to the standing cars, there is enough of a jar to be dangerous to unauthorized persons on or about them.

26. There would be no chance at all to see these cars coming if a person should be climbing between the standing cars or be in back of them. One could either be shaken off from between the cars and under their wheels or run over by the backing cars.

27. Getting inside boxcars is still another very dangerous form of trespassing. (It also might put one under suspicion of attempted theft.) If a person should be standing in the car's open doorway when the car is moved, the door can slam shut and crush one, or one may be thrown out onto the ground or thrown forcibly inside the car.

28. If a person is inside a boxcar which is still loaded or partially loaded and the car is bumped, the load may slide forward or backward and crush the person against the end of the car.

29. One might also get locked in the car and not be able to get out for several days until found. Such a trespasser could even starve or die of thirst. It has happened!

30. And in the case of refrigerator cars, people have been locked in by accident and frozen to death.

31. Don't play in, on or around railroad cars at any time.

Tampering

32. Tampering with signals or switches or playing with brake wheels, car couplings, or other railroad equipment may permit or cause a string of cars to roll by themselves or be accidentally shunted in front of another train. Just such thoughtless tampering with railroad property has caused serious wrecks.

33. Throwing stones or shooting with a rifle or slingshot at insulators or signal lights along the right of way could cause a break in the communication system so important to train schedules and operation, or could damage the delicate signal mechanism which controls switches, etc. In either case a train wreck might result. And train wrecks can and do cause horrible injuries and death to many persons.

34. The best, the safest and the proper way is never to trespass on railroad property.

Sources

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38. RIGHT (OF) WAYS. E. M. Gearhart, Jr. *Home Safety Review*. National Safety Council. June-July, 1946.

39. ALL ABOARD—*For A Trip To The Railroad*. 8 pp. Illustrated. Chicago, Ill.: National Safety Council. 1947.

Other Safety Education Data Sheets now available are: (1) Bicycles; (2) Matches; (3) Firearms; (4) Toys and Play Equipment; (5) Falls; (6) Cutting Implements; (7) Lifting, Carrying and Lowering; (8) Poisonous Plants; (9) Electric Equipment; (10) Pedestrian Safety; (11) School Buses; (12) Flammable Liquids in the Home; (13) Passenger Safety in Public Carriers; (14) Chemicals; (15) Hand Tools; (16) Non-electric Household Equipment; (17) Sidewalk Vehicles; (18) Camping; (19) Alcohol and Traffic Accidents; (20) Cooking and Illuminating Gas; (21) Solid and Liquid Poisons; (22) Safety in the Gymnasium; (23) Laboratory Glassware; (24) Places of Public Assembly; (25) Fireworks and Blasting Caps; (26) Domestic Animals; (27) Swimming; (28) Small Craft; (29) Play Areas; (30) Winter Driving; (31) Night Driving; (32) Winter Sports; (33) Traffic Control Devices; (34) Safe Conduct in Electrical Storms; (35) Poisonous Reptiles; (36) Motor-Driven Cycles; (37) Animals in the classroom.

Data sheets from SAFETY EDUCATION are available at small fee from National Safety Council, 20 N. Wacker Dr., Chicago 6, Ill.

Walking on trestles is a form of trespassing which can prove disastrous to anyone if a train approaches, or if the person falls.





Safety programs
bring home concepts
to pupils as

Tots Talk Safety

by DOROTHY P. KAY

SAFETY, in its various aspects, is an important part of the first grade social studies program of Bryant school. Our boys and girls thoroughly understand the concept of safety, and put into practice what they know is right for their own safety and the safety of others.

In our social studies period, the class helps plan the outline of what will be the important things to discuss in regard to safety. The following topics form the basis of our class discussion:

A. Safety Coming to School

1. On school buses
2. On city buses
3. On bicycles
4. In the family car
5. On foot

B. Safety at School

1. In the school house
2. On the playground

C. Safety at Home

- D. Fire Safety
 1. At school
 2. At home

E. Hallowe'en Safety

Since there are not too many books on safety written for first graders, we discuss the above outline by the following method:

1. Class discussion on the various topics, working out some definite concepts which will be easy to remember.

2. Reading reports from some of the easy

MISS KAY is instructor of first grade at Bryant school, Sioux City, Iowa.

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books on safety made by pupils who are good readers.

3. Reading by the teacher from books which can be understood by the pupils, but which are too difficult for the pupils to read themselves.

4. Excursions to observe traffic signs.

5. Observing how other pupils in school work for safety, and how people elsewhere work for safety. These observations are reported to the class.

6. A patrol boy is invited to the class to discuss his duties and to tell how children can help him in his safety duties.

As the outline is discussed, it is possible to correlate the social studies work with English, writing, numbers, art, music, literature and reading.

The children learned much from their safety work and decided to share what they had learned with the other children of the school. A safety program was evolved as the culminating project of the year. Nothing was written by the teacher. Material was gathered from different books which are used in the class; and posters from the National Safety Council, the National Fire Protection Association and silhouettes from L. LaLarees were gathered. Pupils suggested songs, poems, etc., and presented the program to the entire school, as well as to the parents.

The following outline is the safety program presented by the senior first graders.

SAFETY PROGRAM

Good Morning Song—sung by the class

Good morning, good morning

Good morning to you!

Good morning, good morning,

Oh, how do you do.

Introduction

ANNOUNCER: We have been talking about safety. Safety means to be careful. Safety means to be courteous. The children come to Bryant school in many different ways. Some ride the school bus, the city bus, bicycles, the family car—and many walk.

Safety Coming to School—On School Buses

1ST CHILD: We children ride the school bus.

2ND CHILD: When we get on the bus we do not push. We take a seat. We do not look for our friends.

3RD CHILD: We do not stand up in the bus when it is going.

4TH CHILD: We keep our heads and hands inside the bus windows.

5TH CHILD: And we talk quietly in the bus.

6TH CHILD: Winter is coming. Do not throw snow balls at the school bus windows.

On City Buses

1ST CHILD: Stephen and I ride to school on the city bus. When we are waiting for the bus we do not go out in the street to look for it. We stay at the corner.

2ND CHILD: When I get off the bus, I wait until the bus has gone; then I cross the street.

On Bicycles

1ST CHILD: Dick and I ride bicycles to school. We ride on the right side of the street.

2ND CHILD: I ride single on a bicycle.

1ST CHILD: When I get to school, I wheel my bike into the rack.

2ND CHILD: And I make sure my bike is locked.

In The Family Car

1ST CHILD: We come to school in the family car sometimes. I do not open the door until the car has stopped.

2ND CHILD: I keep my head and hands inside the car windows, and I am sure that the door is locked.

3RD CHILD: I always sit down in the car when it is going.

Walking

1ST CHILD: We children walk to school. I stop and look at the corners before I cross the street.

2ND CHILD: I do not run across the street. I wait until all the cars have gone, then I walk.

3RD CHILD: I walk across the streets. I obey the patrol boy.

4TH CHILD: When I am coming to school or going home from school I do not fight.

5TH CHILD: I never go with people I don't know.

Song: "Be Careful"—Sung by the class

Stop, look, listen

Before you cross the street.

Poem: "Stop, Look, Listen."

Stop, look, listen,

Before you cross the street;

Use your eyes, use your ears,

And then use your feet.

Safety at School—In the School House

1ST CHILD: We will talk about safety in the school house.

2ND CHILD: Walk up and down the stairs, and do not skip steps.

3RD CHILD: Do not put hands on other people when they are drinking at the fountains.

4TH CHILD: Keep hands off other people.

5TH CHILD: Do what the hostesses tell you..

6TH CHILD: Walk quietly in the school halls.

On the Playground

1ST CHILD: We will talk about safety on the playground.

2ND CHILD: Do not push in line.

3RD CHILD: Do not trip children.

4TH CHILD: Take turns crossing the poles.

5TH CHILD: Do not tackle people when they are crossing the poles.

6TH CHILD: Watch where you are running on the playground.

7TH CHILD: Do not lean on any of the school fences.

Song: "The Traffic Cop," Sung by a trio

Who says, "Stop"?

The Traffic cop!

Listen to the whistle blow,

Toot, toot, toot.

Who says, "Go"?

In rain and snow,

Listen to the whistle blow,

Toot, toot, toot.

Song: "Traffic Lights"—Sung by the class

Stop lights on the corner,

Stop lights, red and green;

You can always cross in safety

If you know just what they mean.

Safety at Home

1ST CHILD: We will talk about safety at home.

2ND CHILD: Play in a safe place. Play in the yard.

3RD CHILD: Ride bicycles in a safe place. Do not ride them in other people's yards or on the sidewalk. Ride them on the right side of the street.

4TH CHILD: Put toys where they belong.

5TH CHILD: Do not leave anything on steps.

6TH CHILD: Do not cross in the middle of a block, but cross at the intersection.

Song: "Traffic Man"—Sung by class.

(Dramatized by eight children)

Old Pat Moran is a traffic man,

He helps all the children cross the street.

Says Pat Moran, "Help me all you can,

Look out when you go across the street!"

Fire Safety—At School

1ST CHILD: Fire Prevention week is in October. We should have fire prevention week every week of the year. We are talking about fire safety at school.

2ND CHILD: Walk quietly out of school when there is a fire drill so you can hear directions.

3RD CHILD: Get out of your seats quickly when there is a fire drill, and do not push.

4TH CHILD: When you go out for a fire drill walk up and down the steps and do not push.

5TH CHILD: When the bell rings for a fire drill get in line and stay with your teacher.

At Home

1ST CHILD: We are going to talk about fire safety at home. Little children should not play with matches. They should play with their toys.

2ND CHILD: Stay a safe distance from bonfires.

3RD CHILD: If you see a fire, you must go to the nearest fire alarm box or to the nearest house and telephone to the fire department. The telephone number is 8-5506.

Hallowe'en Safety

1ST CHILD: Hallowe'en is coming soon. We are going to talk about Hallowe'en safety.

2ND CHILD: Only use a flashlight to light your jack-o-lantern.

3RD CHILD: When you go across the street, take your mask off.

4TH CHILD: Hallowe'en can be a happy time if you do not destroy property.

ANNOUNCER: We made a safety book. The name of our book is SAFETY EVERY DAY. We would like to share it with any room that wants to read it. (*Shows book*).

CHILD—with ABC poster:

A, B, C means Always Be Careful. We must all work for safety. How many will help?

Song: "Crossing Street"—Sung by class.

Look to the left! Look to the right!

When you cross the street.

Look to the left! Look to the right!

When you cross the street.

Look for the cars! Look for the trucks!

When you cross the street.

Look for the cars! Look for the trucks!

When you cross the street.

ANNOUNCER: This is all we have to share.

Safety Education for October, 1949

Lower death rate
among school age
children shows.

PROGRESS FOR LIFE!

by JENNIE SPADAFORA

THE accidental death rates of children 1 to 4 years and 5 to 14 years have been consistently below those of older persons. Moreover, students 5 to 14 years have had lower accidental death rates than any other age group including children 1 to 4 years.

Over the ten-year period from 1938 to 1947, the accidental death rate of children 1 to 4 years decreased 22 per cent from 54.4 to 42.3, while the accidental death rate of school age children decreased 7 per cent from 28.5 to 26.6.

This was a continuation of a very favorable trend. However, the progress made in these years was small compared to the great advances achieved in the prevention of child deaths from disease.

Among children 1 to 4 years, the 1938 death rate for all causes was 397.3. In 1939 it decreased 18 per cent, to 325.5. The 1940 and 1941 rates showed further reductions from 1938—25 and 28 per cent respectively. In 1942, the rate was 36 per cent below 1938, but in 1943 only 35 per cent. From 1944 on there were additional decreases in the rate for all causes, until by 1947 it had dropped 60 per cent below 1938, to 159.8.

In the 5-to-14-year age group, reductions from the 1938 death rate for all causes—121.0—were not as large as for younger children, but they were sizable. Except for 1943 and 1944, each year saw a greater reduction from 1938 than the year before—from 9 per cent in 1939 to 43 per cent in 1947. The rate in 1947 was only 69.1.

The nonaccidental death rates of children 1 to 4 years, during this period, decreased 66 per cent, or 3 times as much as the accidental death rates. For school age children, the reduction in nonaccidental deaths was 54 per cent, or nearly 8 times as much as for accidents. Most of the improvement in the nonaccidental death rates during this decade

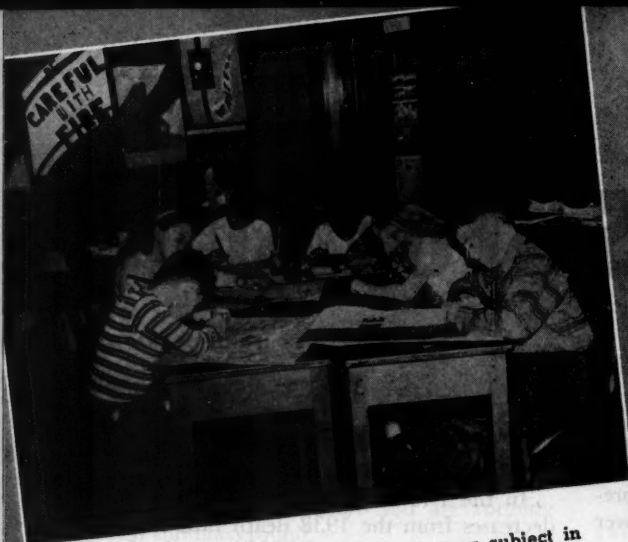
may be attributed to the discovery of new drugs and improved medical techniques.

In the 1-to-14-year age group tremendous decreases from the 1938 death rates—90 per cent or more—were recorded in scarlet fever, dysentery and measles. Other sizable reductions, 72 to 88 per cent, occurred in the rates for diarrhea and enteritis, influenza, diphtheria, whooping cough and pneumonia. Progress was not as great in every disease, but in all but three of the more important ones—leukemia and aleukemia, cancer and congenital malformations—the improvement was substantial.

For children 5 to 14 years, the reductions in the death rates for specific causes over the ten-year period were not as large as for the younger children. However, there were decreases from 1938 of more than 80 per cent in the death rates for scarlet fever, measles and appendicitis, and reductions of 60 to 80 per cent for influenza, diarrhea and enteritis, pneumonia, tuberculosis and diphtheria. The only causes of importance in the 5-to-14-year age group which showed increases in the death rates over the decade were the same as in the 1-to-4-year group.

In the prevention of accidental deaths there can be no discoveries of new drugs which will solve the problem in a few years. However, enough is known of the methods and means of preventing accidents to permit great progress. The effective application of the knowledge we now have will, as in the past, continue to lower the accidental death rates. Perhaps it will take another 10 years, or even longer, but the evidence of the last 10 years indicates that eventually we, also, can talk about a decrease of 50 per cent or more. The result will be less dramatic than that attained in the medical field, but it should be no less certain.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.

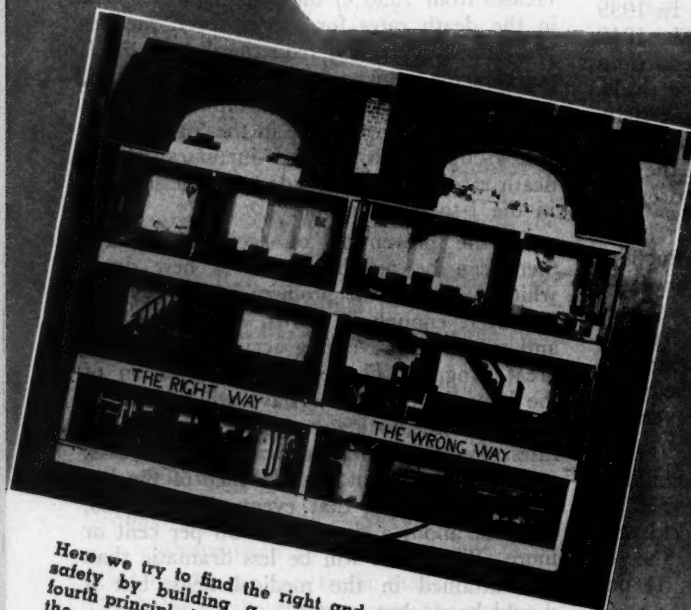


We have integrated fire safety into every subject in our Ridgewood schools. Each teacher keeps in mind six fundamental principles — the first principle is: (1) evolve purpose out of interest and needs.



We are trying to prepare our pupils to discuss the intricacies of a fire alarm brought about by a novel publicity stunt for fire prevention safety. The second principle is: (2) the value

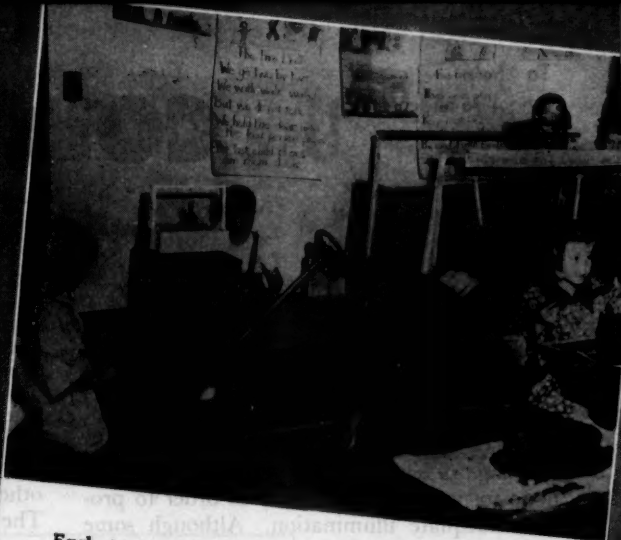
FIRE SAFETY IN D



Here we try to find the right and wrong of home fire safety by building a model two-story house. The fourth principle is: (4) build the curriculum core around the major processes and problems of human life.



Each teacher keeps in mind that the men of the family and the community. The fifth principle is: (5) exercise definite leadership in the placement of group living in the community.

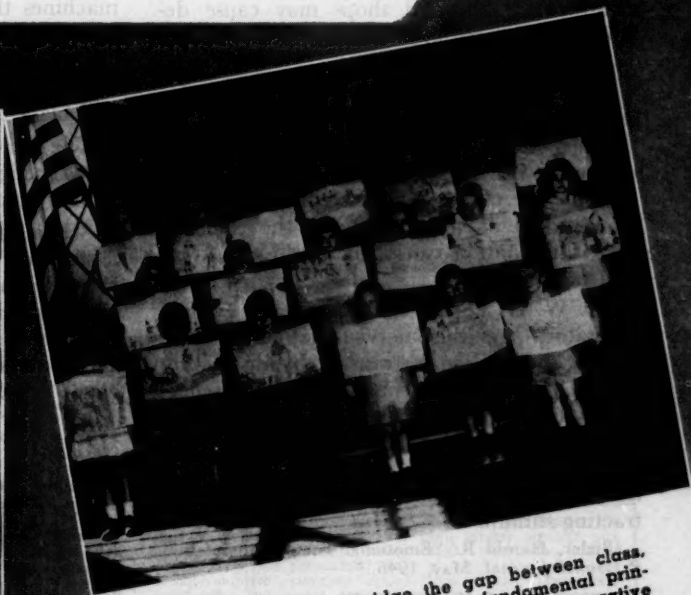


...pils to wholesome lives. At left a class is dis-
 ...alarm brought. Three-dimensional designing has pro-
 ...fire prevention. Participation is the best method of teach-
 ...is: (2) the variety of community resources.

Each teacher's resourcefulness is tapped in order to
 present the material in the best possible manner. The
 third principle is: (3) practice and promote democracy
 in all activities of school and community.

RIDGEWOOD

by SAMUEL MAGGIO
 principal, Harrison School
 Ridgewood, New Jersey



...and that members not only of the class but
 ...community. The sixth fundamental principle is clearly
 ...white leader planned and co-operative improve-
 ...the community areas.

Fire safety programs bridge the gap between class,
 family and community. The sixth fundamental prin-
 ciple is: (6) enlist children and adults in co-operative
 group projects of common interest and mutual concern.

To help reduce
school accidents,
all schools should

Use **COLOR** for **SAFETY**

by LEROY MCCLENDON

IN THE past, school interiors were painted in some drab color. Recently there is a tendency to use brighter, more cheerful colors. There is more than esthetic enjoyment involved, if colors are used effectively.

Much has been done to make color the language of school safety, and much is being done to use color judiciously in order to provide adequate illumination. Although some progress has been made, more study needs to be given to the psychological effects of color. It is known that certain colors have soothing effects; others are positively stimulating; while others may produce depressed spirits or actual illness in some people and under certain circumstances.

Anything that disturbs people emotionally may contribute to accidents. In an examination of 4,800 individual cases of industrial accidents, Bixler¹ found that 50 per cent of them were caused by improper attitudes or emotional disturbances. Since some colors disturb the emotions it is not unreasonable to suspect that poor color schemes in school classrooms, halls and shops may cause depression or overstimulation and so contribute to the accident toll.

As color can contribute to emotional disturbance, so can it contribute to fatigue. It is claimed that one fourth of the bodily energy of human beings is consumed in retinal activity—the use of eyes. Where color schemes in a classroom or shop are poor, the resulting poor illumination causes increased eye strain and fatigue.

Dr. W. H. Forbes of the Harvard Fatigue laboratory says that nervous fatigue can be caused by emotional strain or by distracting stimuli, and that any marked degree of nervous fatigue can lead to discontent, accidents, illness and inefficiency. Improper use of color and illumination can contribute to the emotional strain and can also provide the distracting stimuli.

¹Bixler, Harold R. "Emotional Factors in Safety," *Personnel Journal*, May, 1946.

DR. MC CLENDON is associate professor of education at Stephen F. Austin State college, Nacogdoches, Texas.

Industry has taken the lead in making color the language of safety, but schools can adapt the use of color to their needs. Lamb² tells of the development of the use of color in safety devices and in accident prevention. This use began when fire insurance companies recommended that water and sand pails and other fire-fighting equipment be painted red. The next step in the use of color in accident prevention occurred in 1928 with the adoption of a color code for the identification of pipes in industrial plants. This was done to protect pipefitters. In 1941 standard safety signs were adopted.

More recently color codes³ for safety have been established. Red is used to mark fire-fighting equipment. Yellow is used on the moving parts of a machine that might cause injury, or to paint the inside of safety guards so that they will attract attention when they are removed. Yellow, either solid or cross hatched with black, is also used to mark hazards that might cause stumbling, tripping or falling. Blue⁴ may be used to indicate machines that are not to be started. A blue disc may be hung on such machines. Green is used to mark first-aid rooms or to indicate safety or first-aid supplies. White or white and black are used to mark off traffic lanes.

The standard code should be used in school shops, boiler rooms and in other parts of the school building, wherever it can be applied.

School shops are sometimes unpainted or, if painted, usually have some drab color. Here are a few instances of brighter colors in shops. Hausman tells of some night classes in which accidents were occurring frequently and some students even developed eye troubles. A color expert was consulted. Follow-

(Please turn to page 40)

²Lamb, Henry G. "Color Prevents Accidents," *Safety Engineering*, October, 1946.

³SAFETY COLOR CODE, for marking physical hazards and the identification of certain equipment, Approved July, 1945, 8 pp. New York, N. Y.: American Standards Association, 25 cents.

⁴The color blue does not comply with the ASA color code (see note 3). The code shows no specific color to be used for this marking.

**Lower
Elementary**

October, 1949

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies, science and safety

Flammable Materials + Sparks = Fire

FIRE SAFETY



Sketch S8710A

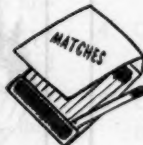
A Fire Safety Story

Copy and—
Complete sentences.

We help the



We don't play with



We in fire drills.



We use a



instead of a



Write your own fire safety story.

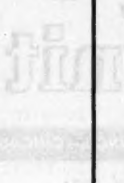
To Talk About—1. What are flammable materials? 2. Do some kinds of cloth burn faster than other kinds? Which are the fast-burning kinds? 3. Could a tiny spark from a lighted candle cause a Hallowe'en costume to catch fire? 4. Could a spark from a bonfire cause a cotton dress to catch fire? 5. Could a spark from a match cause curtains to catch fire? 6. Could oily rags catch fire even without a spark?

careful near candles, fires, fireworks if you are wearing materials that burn fast. 3. Yes, especially if the costume were of a fast-burning material. 4. Yes, especially if the costume were made of a fast-burning material. 5. Yes, especially if the costume were made of a fast-burning material. 6. Yes, especially if the costume were made of a fast-burning material.

Answers to "To Talk About"—1. Trash, oily rags, paint cans, gasoline, kerosene, oil, grease, and other flammable liquids and solids. 2. Yes, lightweight and sheer (thin) fabrics burn more readily than do heavier fabrics. Cotton and chenille fabrics burn faster than wool, nylon or silk. Flannelette and long-napped sweaters burn fast. Be especially careful near candles, fires, fireworks if you are wearing materials that burn fast. 3. Yes, especially if the costume were made of a fast-burning material. 4. Yes, especially if the costume were made of a fast-burning material. 5. Yes, especially if the costume were made of a fast-burning material. 6. Yes, especially if the costume were made of a fast-burning material.

Prepared under the direction of Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

Safety Education for October, 1949



17. *Chrysomelidae*



?



Answers to "Fire Safety Test"—1. B, because the candle could cause a fire. 2. A, because oily rags can catch fire if they are left out in the open—but if you keep them from the air they cannot catch fire. 3. B, be-

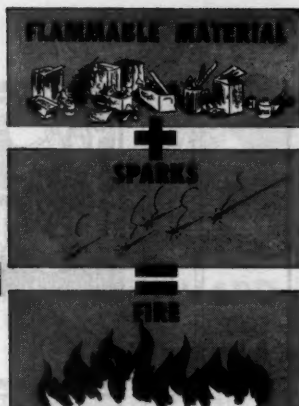
Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies, science and safety

Flammable Materials + Sparks = Fire

FIRE SAFETY



Sketch S8710A

The Fire Safety Problem

Although we have many fire departments with the best of fire-fighting equipment, our fire safety record is not good. In 1948, \$715,000,000 was our fire loss in money. What can we do to improve this record? Many boys and girls help with fire-prevention activities. They help keep basements and attics free from trash. They look for frayed electric cords that need repair, in order to prevent a short circuit and a fire. But, most of all, they do not play with matches and they discourage their friends and younger brothers and sisters from playing with matches. They know that the careless use of matches and careless smoking habits cause the greatest number of fires every year.

Another way that boys and girls can help is by knowing how and *when* to turn in alarms. Fire chiefs say that most people wait too long before turning in an alarm. People try to put out the fire themselves, and, then, when the fire is out of control, they finally call the fire department. Always remember to call the fire department *immediately*.



Do you know the important thing to do after turning in an alarm by operating an alarm box? *Wait at the corner so that you can direct the firemen to the fire.*

To Talk About

1. What are flammable materials?
2. Do some kinds of cloth burn faster than other kinds? Which are the fast-burning kinds?
3. Could a tiny spark from a lighted candle cause a Hallowe'en costume to catch fire?
4. Could a spark from a bonfire cause a cotton dress to catch fire?
5. Could a spark from a match cause curtains to catch fire?
6. Could oily rags catch fire even without a spark?

Answers to "To Talk About"—1. Trash, oily rags, paint rags, sheer dresses, veils, cotton costumes, gaso-line—things that catch fire easily. **2.** Yes, lightweight and sheer fabrics burn more readily than do heavier fabrics. Cotton and chenille fabrics burn faster than wool, nylon or silk. Flannel and long-napped sweaters burn fast. Be especially careful near candles, fires, fireworks if you are wearing materials that burn fast. **3.** Yes, especially if the costume were of a fast-burning material. **4.** Yes, especially if they are of sheer material. **5.** Yes, oily rags and paint rags should always be placed in covered metal containers.

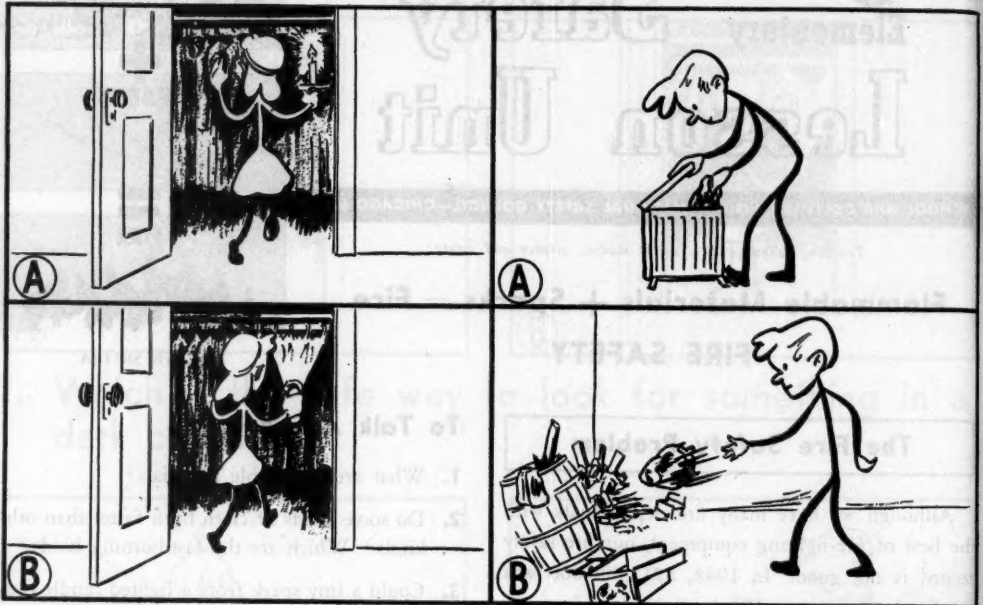


Do you know the important thing to do when turning in an alarm by telephone? *Tell the operator that you want to report a fire and give the address.*

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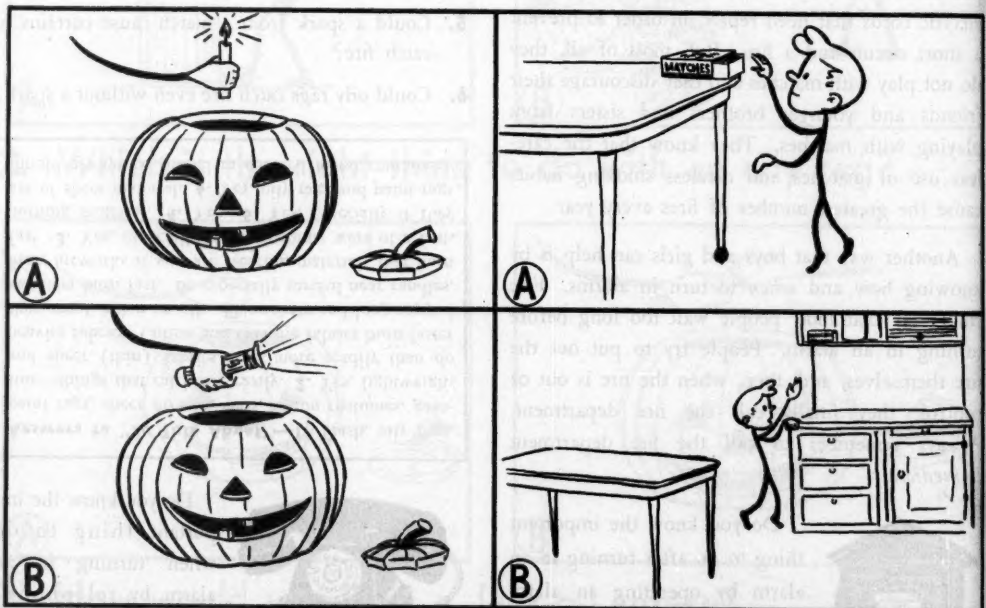
FIRE SAFETY TEST

Copy and—Mark A or B



1. Which is the safe way to look for something in a dark closet?

2. Which is the right thing to do with an oily rag?



3. How should you light a Jack-o-Lantern?

4. Where should matches be kept?

Answers to "Fire Safety Test"—1. B, 2. A, 3. B, 4. B.



**Junior
High**

October, 1949

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 8, ILL.

For use in English, social studies, science, home economics and homeroom

Easy to Start, Hard to Stop

FIRE SAFETY

The Fire Safety Problem

Americans are for "fire prevention." We don't want to have our homes or farms or places of business burn down. We don't want to be trapped in fires in public places. Cities and states have adopted building codes for safety; in many communities conditions for fire safety, such as the number of people who may be admitted to a restaurant, have been made a matter of law. We teach fire prevention in schools and factories; we even set a special week for fire prevention emphasis on a national scale.

How are we doing in this matter of fire prevention? Fire losses have risen steadily in past years, reaching an all-time high in 1948 of \$715,000,000. During the past 25 years each year has seen between 7,000 and 10,000 dead from burns. In 1948, 8,600 persons died from burns.

What are the reasons for this poor fire safety record? The National Board of Fire Underwriters lists these four causes as being most important:



1. Careless smoking habits and careless use of matches

2. Faulty furnaces, stoves and chimneys

3. Misuse of electricity and defective wiring and appliances

4. Improper use of gasoline or benzine for cleaning



Sketch S8711A

Headlines of Actual Fire Tragedies Emphasize Fire Hazards

BURNED GIRL BURIED ON GRADUATION DAY

Death was caused by a cigarette lighter which she had received as a graduation present. The seventeen-year-old girl was filling the lighter on Saturday when some fluid spilled on her pajamas. When she operated the lighter the spilled fluid burst into flames.

SPECTATORS TRAMPLED IN WILD PANIC—CROWD VIEWING BLAZE PAYS NO HEED TO DYNAMITE WARNING

"There was ample warning of an explosion," said John Sanford, city editor of the *Reno Gazette*. "Policemen tried to hold back the crowds that pushed to the very edge of the fire. Just before the explosion a policeman shouted 'There's dynamite in there. It's going to blow up. Get back!' Only a few retreated; the rest pushed closer."

SORORITY GIRL DIES WHEN CANDLE IGNITES HER SHEER DRESS

Initiation ceremonies ended in tragedy as the sheer material of an initiate's evening dress caught fire in a candlelight procession at a college sorority initiation.

CHILD DIES WHEN HER HALLOWE'EN COSTUME CATCHES FIRE

A three-year-old girl suffered fatal burns when she tried to rescue a toy from a bonfire and her cotton costume caught fire.

What can be learned from these headlines?

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. (Printed in U.S.A.)

A Skill Lesson in Ability to Relate Cause and Effect

Copy and—

In the blank before each of the dangerous habits listed below, write the letter of the effect that it might have. The same effect might result from two different dangerous habits.

dangerous habits

- ____ 1. Smoking in bed.
- ____ 2. Plugging in two or more appliances in one outlet.
- ____ 3. Throwing away a match before it is cold.
- ____ 4. Stringing extension cords under rugs or over hooks.
- ____ 5. Cleaning with gasoline or benzine.
- ____ 6. Leaving oily rags, or any rags, in a pile in the basement.
- ____ 7. Lighting a cigarette, putting it down somewhere, only to forget it.
- ____ 8. Postponing the replacement or repair of frayed electric cords.
- ____ 9. Doing one's own electrical repair work.

EFFECTS

- A. If the insulation is worn, the result may be a short circuit and a fire.
- B. Smokers may doze and bedclothes may become ignited, causing death or a serious burn.
- C. Overloading a circuit may cause a short circuit resulting in a fire.
- D. Invisible fumes can fill a room in a few minutes. Then the smallest flame from a pilot light or a spark from a light switch may cause an explosion.
- E. The smoldering match may touch a paper or some flammable material and cause a fire.
- F. Spontaneous ignition may cause a fire.
- G. The forgotten cigarette may fall, causing a fire.
- H. Only the work of an experienced electrician may be depended upon not to cause a fire.

HOW TO TURN IN A FIRE ALARM . . .

by Alarm Box



The important thing after operating the alarm is to stay at the box until the firemen arrive so that you may direct them to the fire.

by Telephone



The important thing when telephoning a fire report is to tell the operator that you want to report a fire and *give the address.*

In all cases report fire immediately. Too many people try to put out a fire with local remedies and only call the fire department when the fire is out of control. Fire chiefs say that the late alarm is the cause of the rising level of fire losses. Call the fire department *immediately.*

Answers to "Causes and Effects"—1. B, 2. C, 3. E, 4. A, 5. D, 6. F, 7. G, 8. A, 9. H.



Senior
High

Safety Lesson Unit

October, 1949

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, American history, American problems, science and homeroom

Easy to Start, Hard to Stop FIRE SAFETY



Sketch S8711A

How Easily Tragic Fires Are Started

The National Board of Fire Underwriters reports:
Careless smoking habits and careless use of matches cause more than 240,000 fires every year.



Dangerous habit no. 1—smoking in bed.

Dangerous habit no. 2—lighting a cigarette, then putting it down somewhere and forgetting about it.

Dangerous habit no. 3—throwing away a cigarette that is still burning.

Dangerous habit no. 4—throwing away a match before you are sure it is cold.

Misuse of electricity and defective wiring and appliances cause more than 80,000 fires every year.



Dangerous habit no. 5—plugging in too many appliances on one outlet.

Dangerous habit no. 6—putting a penny in a fuse box.

Dangerous habit no. 7—stringing extension cords under rugs, over hooks or other places where the insulation can be worn off.

Dangerous habit no. 8—attempting your own electrical repair work.

Improper use of gasoline or benzine for cleaning causes more than 50,000 fires a year.



Dangerous habit no. 9—using gasoline or benzine or any other flammable cleaning fluid inside the house—in fact, even using such cleaning fluid outside! Invisible fumes can fill a room in a few minutes—

then the flame from a pilot light or a burning cigarette or a spark from a light switch or even the static from rubbing garments can set off a fatal explosion.

Headlines of Actual Fire Tragedies Emphasize Fire Hazards

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An Appraisal of Fire Prevention Efforts in the United States

by a Fire Chief*

Americans are for "fire prevention." We don't want to have our homes or businesses burn down. We don't want to be trapped in fires in public places. Accordingly we have established standards of construction; we have adopted building codes; we have set forth conditions for fire safety in places of assembly. We teach fire prevention in schools and factories; we even set a special week for fire prevention emphasis on a national scale.

How may we assess all of our efforts? Fire losses have risen steadily during the past ten years, reaching an all-time high in 1948 of \$715,000,000. During the past 25 years each year has seen between 7,000 and 10,000 dead from burns. In 1948, 8,600 persons died from burns.

What are some of the reasons for this condition?

Responsibility—Although in many European countries the courts hold a man responsible for his neighbor's damage by fire, if it is caused by negligence, in this country the American people seem to feel that the man who has a fire in his home or business has suffered enough. Ordinarily, therefore, he is not held accountable for his neighbor's losses, even though they may have resulted from his carelessness.

Insurance—Another reason for our high fire losses may be our attitude regarding insurance. Too many consider fire insurance fire protection and feel that even negligence will be covered by insurance.

*Adapted from an address by Paul D. Heinz, Chief of the Fire Department of New Haven, Conn.

New Industries—The development of plastics and synthetics has been accompanied by new fire risks.

Late Alarms—Fire department authorities are said to be agreed that late alarms are a most important cause of the rising level of fire losses. There seems to be a regrettable tendency on the part of everyone to try to put out a fire with local remedies and call the fire department when the fire is beyond control. Fires that start from common causes may be put under control in five minutes if an alarm is sounded promptly, but when flames begin to come through the top of a building there is not much hope.

For the reason that it is automatic and immediate, the automatic sprinkler has done as much to prevent the spread of fire as any of the implements of the fire-fighting profession. On account of the cost of such protection, automatic sprinklers have remained beyond the reach of smaller mercantile establishments. However, recently some inexpensive systems have become available, and it may be that the future will bring greater fire prevention through their use.

After reading this article, talk to the fire chief in your community. Find out how he would appraise fire prevention efforts in the United States. You might find out whether he agrees with the points made in this article.

Conclusions That May Be Drawn from the Material in This Unit

Mark *true* or *false*

1. Fire losses are declining.
2. American courts have consistently held that a man is responsible for his neighbor's fire losses if the fire is due to his negligence.
3. Automatic sprinklers have not yet proved their worth.
4. Plugging too many appliances into one outlet is a dangerous fire hazard.
5. Never call the fire department until after you have used all available fire extinguishers unsuccessfully.

6. Cleaning with gasoline is safe when it is done out-of-doors.

7. Get an approved electrician for electrical repair work.

8. Certain fabrics, such as cotton, chenille, and other sheer materials, burn much more easily than other materials.

9. Cigarette lighter fluid is highly flammable.

10. Spectators should be allowed to crowd near a fire.

Answers to "Conclusions that may be drawn"—1. F, 2. F, 3. F, 4. T, 5. F, 6. F, 7. T, 8. T, 9. T, 10. F.



ANNOUNCEMENTS

New York, N. Y.—Julien H. Harvey, manager of the accident prevention department of the Association of Casualty and Surety Companies, recently announced the appointment of 15 men and women to the board of judges for the high school driver education award program being sponsored by the association.

Members of the board of judges are: John L. Bracken, president, American Association of School Administrators; Malcolm Price, president, State Teachers college, Cedar Falls, Iowa; Roscoe West, chairman, National Commission on Safety Education of the National Education Association; Thomas H. McDonauld, commissioner, Public Roads Administration, Federal Works Agency; Ned H. Dearborn, president, National Safety Council; M. C. Connors, president, American Association of Motor Vehicle Administrators; William McKell, president, Association of Casualty and Surety Companies; John W. Studebaker, vice president and chairman, editorial board *Scholastic* magazines; Mrs. George Jaqua, national chairman of safety, General Federation of Women's clubs; George H. Reavis, education counselor, Quarrie Foundation, Inc., Chicago Illinois; Major R. T. Ellett, president, Porter Military academy, Charleston, South Carolina; C. H. Archer, superintendent of schools, Mercer county, Princeton, West Virginia; C. Elwood Drake, acting principal, Newton, Mass. high school; Herman Norton, director of health, physical education and safety, Rochester (New York) public schools.

Awards will be based on the active progress of the individual state's development of the driver education program in its schools.

The Association's award program "has been designated by the President's Highway Safety Conference as the official agency to report on nationwide progress in the all-out

effort to expand safety education for young drivers."

TEA FOR WIVES

Chicago Ill.—A reception for the wives of all delegates and speakers at the 37th National Safety Congress will be held Monday afternoon, October 24, from 3:30 p.m. to 5:30 p.m., in the ballroom of the Blackstone hotel.

Wives of all delegates are cordially invited to attend.

INSURING SAFETY

New York, N. Y.—The Metropolitan Life Insurance Company continues to aid the safety movement by its national efforts in conjunction with the National Safety Council, the American Academy of Pediatrics and the United States Children's Bureau.

"Help Your Child to Safety" booklet, "A Health Education Program", "Integrating Safety into the Lives of Children", prepared child safety talks, radio scripts and other information concerning safety are some of the materials now available from the company.

FOREWARNED-FOREARMED

Saginaw, Mich.—Edward H. Smith, director of safety patrols, Saginaw police department, writes that a miniature automatic traffic signal was designed and constructed by the Saginaw police traffic department.

The signal is about five feet high, has automatic controls, and functions the same as a regular signal. It has been used with great success in the elementary grades, especially in the kindergarten and first grades.

After a representative street intersection has been marked out on the floor with chalk, the signal is placed in the center of the intersection. Children are then taught to walk and stop with the light.

MISSION COMPLETED

Pretoria, Union of South Africa — The Road Safety Mission of South Africa has completed its tour of safety agencies in several countries and cities, including Paris, France; London, England; Holland, Sweden, Portugal, Switzerland and the National Safety Council in Chicago, Illinois.

The Mission's purpose was to study traffic conditions, "road safety practices and related matters in overseas countries and to submit proposals for combating accidents in South Africa."

As a result of the survey a National Road Safety conference was held in Pretoria. Out of this conference the National Road Safety Organization of South Africa was formed. The national organization "will deal with the road safety policy of the Union as a whole."

The Road Safety mission published a complete report of its activities. Comprehensive recommendations were made for pedestrian and driver safety in the Union. The program is directed to the general public, but the basic idea is to stress safety in the schools from

pre-school or kindergarten age straight on through all of the elementary and secondary schools, colleges and universities.

SAFETY PATROL CERTIFICATES

Portland, Ore. — The Portland Traffic Safety commission awards certificates to all safety patrol members of schools throughout the city for meritorious service.

Different certificates are given according to the number of years the patrol member has served.

The merit certificate reads:

"This certifies that _____ served as a member of the above patrol for the term ending _____ and at the time of presentation of this certificate held the rank of _____. We the undersigned, thank you for the honest and faithful service you have rendered to your school and city."

The certificate is signed by the mayor of Portland, the director of the Portland Traffic Safety commission, the chairman of the school safety education committee, the chief of police, the director of safety and the principal of the school.

TRAFFIC LIGHT INSTRUCTOR

Traffic Light Instructor considered by leading safety directors as a most effective way to instruct children on actual operation and function of street traffic signals.

Being used with high degree of success in kindergarten and elementary schools.

All steel construction — a four foot high replica of a regular traffic light.

Red, amber and green lights operate in accordance with standards for uniform traffic control devices.

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Views AND REVIEWS

● ● ● SAFETY TEACHING AIDS

● ● ● PLAYS

KITTY KILLEROFF OF DEATH VALLEY SCHOOL OF THE SAFE FORMULA FOR PROGRESS IN DEVASTATING DESTRUCTION. *A Skit—Developed Under the Direction of Violet Beirgé*, Chicago, Ill.: National Safety Council, 1949. Free.

Safety at home, work, school, safety in traffic and recreation are completely satirized in this amusing skit. Everything that should not be done is done in an ironic, amusing way.

● VISUAL AIDS

SERVANT OR DESTROYER. 16 mm. sound slide film. Color. New York, N. Y.: Carvel Films, Inc. 20 minutes.

Color drawings make up this filmstrip on the safe handling of petroleum products and their safe use. Gasoline and kerosene procedures are brought out forcefully and directly.

NIGHT AND BAD WEATHER DRIVING. 16 mm. sound motion picture. Oakland, Calif.: Progressive Pictures.

From behind the wheel the viewer sees the effects of night and bad weather on driving, and is told the safest way of taking care of the extra hazardous conditions which prevail at these times.

HOMEMADE HAZARDS. 16 mm. sound motion picture. Color. Omaha, Nebr.: Omaha Safety Council. 15 minutes.

Hazards in the home are depicted in short scenes which show the wrong things to do. The kitchen, bathroom, basement and stairways are especially emphasized.

The right way to live safely is shown in the latter part of the film. Every member of the family acts safely and correctly.

HOW TO AVOID MUSCLE STRAINS. 16 mm. sound motion picture. New York, N. Y.: Bray Studios, Inc.

Animated drawings, as well as live action

photography, are used in this film to show what causes muscle strains and how strains can be avoided by proper actions. Lifting heavy loads both correctly and incorrectly is the especial concern of the film.

Diagrams clearly show the relationship between the three simple types of levers, studied in physics, and the muscles of the body which are used in lifting.

A PLAN FOR SAFETY. 16 mm. sound motion picture. Color. Philadelphia, Pa.: Atlantic Refining Company, Petroleum Products. 20 minutes.

Portraying the plan for safety which has lowered the school child accident rate in Camden, New Jersey, in the past 14 years, this film surveys the over-all program for elementary and secondary schools. The program's beginning and how it developed are clearly brought out in the film.

Pupils themselves enact the program as carried on in their school. The sound is not very clear, but the project as such could prove helpful to any community with a good school safety program. The five-fold program could serve as a model in the field of school accident prevention.

● BOOKS AND PAMPHLETS

OHIO SCHOOL STANDARDS. A GUIDE FOR INDUSTRIAL ARTS SHOP PLANNING. P. S. Waldeck. 40 pp. Illustrated. Columbus, Ohio: Department of Education, State of Ohio. 1949.

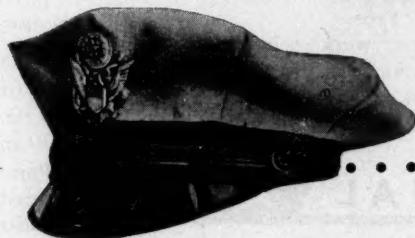
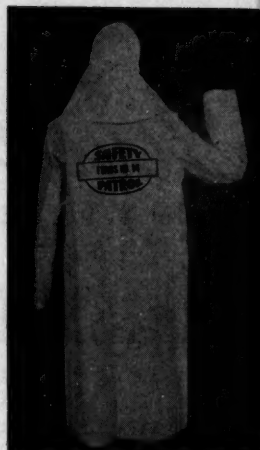
Recognizing the need for improvement in present shop facilities in Ohio schools, the Ohio Department of Education has published this bulletin "to offer helpful suggestions to the administrator and the teacher in their initiation of a new program or the reorganization of a now existing Industrial Arts program." Good safety practices are mentioned specifically and are also integrated.

DRESS FOR SAFETY

Safety Apparel is important to the welfare of your school safety patrol. We have a complete line, and invite you to see it on display at the National Safety Congress Exposition—Booth 17—Sherman Hotel, Chicago, October 24-28.

All rubber raincoats in yellow, black and white. Completely vulcanized, absolutely waterproof, they are suitable for year 'round wear. Available with school, city or sponsor's name on back.

These snappy eight point style gabardine caps are available in Navy blue. Other colors can be had on special order.



Aluminum arm bands of colorful red and silver in arm brassard style. Curved to fit the arm, they are complete with leather strap.



Metal patrol badges lend official importance to safety patrols. The officer's badge is gold finish, the member's in nickel finish. Furnished complete with pin clasp.

Widely used Sam Browne patrol belts available in white web, and white or yellow plastic. All hardware is of rustproof nickel. The belt is adjustable to fit anyone, and can be easily cleaned.

We can also supply: overseas caps, patrol buttons, felt emblems, caution flags, rainwear, armbands, rubber footwear, winter wear, and the "Corporal Digby" safety sentinel.

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CHILDCRAFT. 14 volumes. Illustrated. Chicago, Ill.: Field Enterprises, Inc. 1949. \$69.50.

From such selections as "What Does the Little Birdie Say?" through all of Mother Goose and other poems and stories written for our little citizens, the new (revised) and really specialized edition of *Childcraft* brings teacher and pupil, parents, or anyone who works with small children, up to the arts and music, farming, science and industry—and, for the child, the beginning of adolescence.

The authors of *Childcraft* justifiably say that the set "may well be used to stimulate a child's interest in books and become the beginning of a home library." And no composer or author could more truthfully describe his own work. With the aid of a large advisory board of children's authorities and 110 of the country's leading artists, including all of the Caldecott Medal winners, the claim of the authors becomes fact.

The parent or teacher who uses the set can be assured that his charges will be thoroughly grounded in every area necessary in the particular age group for which the set is written.

At times children need a world that is all their own, but the wise way is to afford them that world with guidance—as unseen and unfelt as possible. *Childcraft* does just this in the periods where such complete escape is most important. As teacher and child advance through the set, there is a natural progression from early childhood escape and phantasy to reality.

The original, inviting, four-color drawings used in the poems, nursery rhymes and fairy tales of the early years add immeasurably to each selection in the set. Later, the line drawings, color photographs and other illustrations give the preadolescent a true, factual presentation of the world about him.

And, as in any well rounded children's encyclopaedia today, the set includes good safety suggestions just as naturally and unobtrusively as it develops the steps from make believe to reality. This effect is brought about by introducing to the child certain, definite safety principles at a very early age and continuing them throughout the set.

Even in the first volume, which deals with Mother Goose rhymes and other poems, there are selections, such as Stop—Go, which pertains to traffic signals and The Lost Pup which suggests that automobiles are dangerous. In these poems there is ample opportunity for the safety-minded parent to im-

press on the young mind the purpose of traffic signals and the dangers of automobiles.

In the volume on Folk and Fairy Tales, the wise teacher or parent could point out a lesson about obeying rules set down by parents for the child's safety by using The Tale of Peter Rabbit. Peter almost lost his life by neglecting to heed his mother's number one safe practice of not going into Mr. McGregor's garden. Also, the docile, albeit, understanding rabbit points up the danger of wells in the story Bunny the Brave wherein our rabbit hero lures his mortal enemy, a tiger, to destruction in a deep well. In the same volume, the story of The Spoonbill and the Cloud may well give parents an opportunity to talk to their children about firearms.

Beginning thoughts about the danger of snowstorms and blizzards and the danger of freezing present themselves in volume five, Life in Many Lands. Juan the Yaqui gives juvenile but completely practical advice on safe behavior in a snowstorm.

On the negative side it is only fair to say that The Highwayman, by Alfred Noyes, does not seem fit under the subject of safety even though it is so listed nor, by any means, does the story, Locked In. In the latter case two small girls are pictured riding on the back of a small pick-up truck. They are standing up and clutching the cab of the truck and, according to the story, they are traveling at great speed. However, since *Childcraft* is designed as a guide for the parent or teacher, Locked In can be used as a perfect example of an extremely hazardous practice and what not to do.

In addition to the integrated safety in the set, there is also a chapter on Safety for the Family written especially for *Childcraft* by the National Safety Council. Beginning with hazards to children during infancy, the safety section covers: 1) The Well-Ordered Safe Home which includes falls, indoor and outdoor hazards, safe electric equipment, prevention of burns and explosions from gas equipment, safeguards against fires, removal of accidental poisoning hazards, and safe play equipment; 2) Training the Child to Be Safe which includes general safe practices, safety in bicycle riding, safety in highway walking, safety in roller skating, safety in flying kites, and safety in swimming. There is also a section on first aid and how to meet emergencies.

Since the National Safety Council is the foremost authority in this country on safety information, no further enlargement is nec-

essary in this review on the family safety chapter. Reviewed by **Rose Ellen Johnson**, former teacher of Toledo (Ohio) elementary schools.

ENFORCEMENT: KEY TO SAFETY. Reprinted from *Casualty and Surety Journal*. 4 pp. Illustrated, New York, N. Y.: Association of Casualty and Surety Companies, Accident Prevention Department.

This reprinted article points out extremely lax motor vehicle laws, or lack of enforcement, evident in many of our states and recommends a corrective program.

THE HOME ECONOMIST TEACHES SAFE LIVING. 50 pp. Illustrated. Rochester, N. Y.: New York State Home Economics Association. Not dated. Single copies, 25 cents each. Lots of 150 or more, 20 cents each.

This handbook, published for the home economists of New York state, contains material of use to anyone teaching, or interested in, safe home economics.

FRIEND OR FOE? 14 pp. Illustrated. Hartford, Conn.: Aetna Life Affiliated Companies. Free.

Fire safety measures which should be prac-

ticed in every home are contained in this booklet.

FUNCTIONAL FOOTBALL. John Da Grosa. 340 pp. Illustrated. New York, N. Y.: A. S. Barnes and Company. (Fourth printing—third edition.) \$4.00.

Speaking with the knowledge and experience of the four-time All American that he was, and the coach of college and professional teams that he is, John Da Grosa has written a thoroughly tested, comprehensive and up-to-date manual of the game of football.

The accurate, clear descriptions of the fundamentals, such as blocking and tackling, plays, training rules, etc., make safety an integral part of the book. Hazardous playing practices described point out the right and wrong way and stress safety. And the section devoted to coaching responsibility covers the player's safety in detail.

BICYCLE PUBLICITY KIT. New York, N. Y.: Bicycle Institute of America, Inc. 1949. Free.

The kit contains news stories, radio scripts, mats, photographs, etc., to publicize bicycle safety programs.

BICYCLE SAFETY TESTS. 20 pp. Illustrated. New York, N. Y.: Bicycle Institute of America, Inc. 1949. Free.

The book describes methods, procedures and significance of various tests to determine the rider's ability to handle a bicycle correctly and safely.

THE PREPARATION AND CERTIFICATION OF TEACHERS OF SAFETY EDUCATION. A Publication in the *Safety Education Series*, No. 6. Herbert J. Stack, Ph.D. 10 pp. New York, N. Y.: The Center for Safety Education, Division of General Education, New York University. 1949.

The pamphlet discourses briefly on growth and progress in the preparation and certification of teachers of safety education.

LIABILITY IN PUBLIC RECREATION. Donald B. Dyer and J. G. Lichtig. 107 pp. Appleton, Wis.: C. C. Nelson Publishing Company. 1949. \$3.

This book points out, by use of actual legal cases and the court's findings, the responsibility of recreation authorities to develop a safer public recreation program.

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FIRST AID TEXTBOOK FOR JUNIORS. Dr. Carl Potthoff, American Red Cross. 132 pp. Illustrated. Philadelphia, Pa.: The Blakiston company. 1949. \$1.

YOUR BICYCLE. Steve Kraynick. 126 pp. Illustrated. Peoria, Ill.: The Manual Arts Press. 1948. \$1.25.

Your Bicycle contains complete instructions on bicycle care and safe riding. The illustrations show clearly the various parts of a bicycle and correct means of assembling them if the bicycle owner is inclined to make his own repairs.

SCORPIONS. *Bulletin of Arizona State College. General Series, No. 71.* Herbert L. Stahnke, Ph.D. 16 pp. Illustrated. Tempe, Ariz.: Arizona State College, Poisonous Animals Research Laboratory. 1948.

Safety precautions against scorpions and first aid treatment for their bites are contained in this 16-page booklet.

OHIO DRIVER'S MANUAL. Revised. Division of Traffic and Safety. 58 pp. Illustrated. Columbus, O.: State of Ohio, Department of Highways. 1949.

A ready reference of driving and pedestrian practices which, if properly observed, should prove an effective aid in the solution of the traffic accident problem. The book includes: "the traffic problem, traffic rules and regulations, pedestrian regulations, bicycle and motorcycle regulations, licensing of drivers and financial responsibility."

Elementary Education, THE ELEMENTARY COURSE OF STUDY. *Bulletin 233-B. An Interim Report.* Department of Public Instruction. 587 pp. Illustrated. Harrisburg, Penn.: Commonwealth of Pennsylvania. 1949.

Bulletin 233-B is a project as valuable and interesting as it is long. It is a course of study for the elementary schools based on state-wide participation by a great number of Pennsylvania educators and administrators. Safety practices and suggestions appear throughout this massive work.

SHOP SAFETY. 32 pp. Illustrated. Chicago, Ill.: National Safety Council. Revised. 1949.

This book gives comprehensive coverage of general shop safety by means of photographs combined with thoroughly descriptive notations and captions.

Safety Education for October, 1949

YOUR GUIDE TO SAFETY IN WOODWORKING SHOPS. 33 pp. Illustrated. New York, N. Y.: Association of Casualty and Surety Companies, Accident Prevention Department. 1949. Single copy free.

Accident hazards and preventive measures in the woodworking shop are well covered in this booklet. It also includes general safety and off the job safety.

This publication is also available through the casualty and surety companies and their agents, who maintain the association.

POLLY PATSY AND PAT. *The Safety Triplets.* Mildred Mills Main. 32 pp. Illustrated. Chicago, Ill.: Follett Publishing Company. 1942. \$1.00.

Children 3 to 8 years old will enjoy and profit by this interesting, well-illustrated safety story. Polly and Patsy, two of the Popper triplets, are involved in a near-accident while playing with their dog—who runs in front of a moving motor car. The children are cautioned by their brother, Pat, and the motorist involved, to remember their safety rules.

SAFETY EDUCATION: A 20TH CENTURY WORKBOOK. Carl Burt and Frank Stephens. 119 pp. Illustrated. Fowler, Ind.: Benton Review Publishing Co., Inc.—and Chicago, Ill.: Follett Publishing Company. 1947.

This workbook is for high school students and contains 14 units dealing with all phases of safety education. Its content can be correlated with other textbooks, and its purpose is to help high school teachers organize a complete safety program.

A SUMMONS TO STAY ALIVE. 15 pp. Illustrated. Cleveland, Ohio: Mayors Traffic Safety Education Committee. Not dated.

The graphic pictures in this booklet, plus safe driving and pedestrian rules, make it a strong reminder to be careful whether afoot or in a vehicle.

COLLEGE AND UNIVERSITY ACTIVITIES IN SAFETY. *Report on a Questionnaire Survey.* National Commission on Safety Education. 74 pp. (Mimeo.) Washington, D. C.: National Education Association. 1948. 25 cents.

A questionnaire survey of 259 colleges and universities has resulted in this report. It is an account of the present status of training in safety and related fields in the colleges and universities in the United States and possessions.

A PLAN FOR TRAFFIC SAFETY. Revised. Division of Traffic and Safety. 44 pp. Illustrated. Columbus, O.: State of Ohio, Department of Highways. 1949.

In this book the basic elements of any effective traffic safety program are listed as "the three E's of traffic safety—Engineering, Enforcement and Education." These three big E's are considered carefully from several different angles.

SAFETY THRU ELEMENTARY SCIENCE. National Commission on Safety Education and National Science Teachers Association. 40 pp. Illustrated. Washington, D. C.: National Education Association. 1949. Single copy 50 cents. Quantity prices available upon request.

The book is intended as a guide for upper elementary teachers. It is presented in outline form and integrates safety principles with general science.

Subjects covered include: hazards caused by plants and animals, safe use of electricity, tools, toys and machines, and fire prevention.

TODAY'S BICYCLIST . . . TOMORROW'S MOTORIST. 4 pp. Illustrated. Madison, Wis.: Safety Division, Wisconsin State Motor Vehicle Department. Not dated.

Tips are given for safe bicycle riding with the idea of teaching safe road rules to future automobile drivers.

THE HUMAN RACE. 31 pp. Illustrated. Hartford, Conn.: The Travelers Insurance Companies. 1949. Free.

The Human Race is this year's title of the annual publication containing accident statistics and amusing cartoons showing various types of driver or pedestrian failings.

MAGAZINES — various publications recently received containing articles of current interest on safety.

ACCIDENTS DO HAPPEN. *Illinois Education*. R. B. Tozier. April, 1949. p. 298.

THE AGE CONCENTRATION OF DEATHS. *Statistical Bulletin*. March, 1949. p. 8 ff.

ASSEMBLY LINE SUICIDE. Harrison Salisbury. *Pageant*. June, 1949. p. 4 ff.

BE A COURTESY DRIVER. Mark Farris. *Fireman's Fund Record*. June, 1949. p. 12 ff.

CALL THE SAFETY ENGINEER. George Detleback. *Fireman's Fund Record*. June, 1949. p. 14 f.

CHICAGO'S NEW TRAFFIC PLAN. Franklin M. Kreml. *The Casualty and Surety Journal*. Midsummer, 1949. p. 11 ff.

DANGER — TEEN-AGE KILLERS AT THE WHEEL! *Reader's Digest*. July, 1949. p. 1 ff. Condensed from KID KILLERS AT THE WHEEL. Ralph Wallace. *Collier's*. May 28, 1949.

DARK STREETS ARE DANGEROUS. *The Sight-Saving Review*. Spring, 1949. p. 48.

DEAD END. *Fireman's Fund Record*. April, 1949. p. 10 f.

THE DEATH SEAT TAKES ITS TOLL. Claire L. Straith, M.D. *The Crippled Child*. October, 1948. p. 4 f.

DEATH TAKES NO VACATION. Ruth Davis. *The American Home*. July, 1949. p. 44 ff.

DRUNK DRIVERS. *Fireman's Fund Record*. May, 1949. p. 1.

DRUNKS, SPEEDERS, AND ACCIDENTS. *The American City*. April, 1949. p. 17.

FATAL ACCIDENTS AND THE VENTURESOME MALE. *Statistical Bulletin*. March, 1949. p. 6 ff.

FIRE SAFETY IN CAMPS. *Fireman's Fund Record*. July, 1949. p. 8 f.

A GROWING RESPONSIBILITY. *Nebraska Traffic Facts*. April, 1949. p. 8.

HOME, SAFE HOME. *A Safety Skit*. Ida L. Wilson. *Sierra Educational News*. April, 1949. p. 27 f.

HOW SAFETY EDUCATION PAYS IN NEW YORK SCHOOL. *School Management*. May, 1949. p. 11.

HOW "TEST CITY" IS TACKLING TRAFFIC PROBLEMS. *Automobile Facts*. June, 1949. p. 4 f.

HOW TO LIVE THROUGH THREE MONTHS OF SUMMER. Herbert Yahraes. *Better Homes and Gardens*. June, 1949. p. 10 f.

HOW WE MAY KNOW BETTER DRIVERS. *Nebraska Traffic Facts*. April, 1949. p. 7.

IMPROVING SHOP LAYOUTS FOR THE INDUSTRIAL-ARTS PROGRAM. Ralph O. Gallington. *School Shop*. April, 1949. p. 36 ff.

IS YOUR KITCHEN SAFE? Harriet Martinson. *Country Gentleman*. April, 1949. p. 186.

LET'S START AT HOME. Ned H. Dearborn. *National Safety News*. April, 1949. p. 17.

NEED A BETTER BUILDING CODE? *The American City*. April, 1949. p. 17.

OCCUPATIONAL MOTOR VEHICLE ACCIDENTS. *Statistical Bulletin*. May, 1949. p. 7 f.

OPPORTUNITIES FOR EYE PROTECTION IN THE SECONDARY SCHOOLS. Marjorie A. C. Young. *The Sight-Saving Review*. Volume XVIII. No. 4. Winter, 1948. p. 212 ff.

OUR CHALLENGE. Eleanor Howe. *What's New in Home Economics*. May, 1949. p. 35.

OUTLAW DEATH FROM OUR HIGHWAYS. *Alabama School Journal*. April, 1949. p. 18 f.

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Color

(Continued from page 22)

ing his advice the room and the machines were repainted.

The walls were painted a light color in order to improve illumination. The machines were painted a light buff. The immediate working area was painted a light shade of a contrasting color. To make them attract attention, the controls were painted red. Production increased; personal injuries were reduced; working conditions in general were improved, resulting in better morale; and more interest was shown in good housekeeping throughout the shops.

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The place of color in the school safety program has already been indicated to some extent, but it will be well to examine more closely the opportunities for its use in school buildings. The colors that have significant uses should be as thoroughly understood and be made as much a part of the subconscious mind of those in school as are the red, green and amber of the traffic lights.

Fire extinguishers and other types of fire-fighting equipment should be so plainly marked that their locations can be found readily, even in the stress of the excitement caused by a fire. It has been suggested that a large red spot be painted on the floor immediately below each fire extinguisher, or that a vertical red band be painted down the wall or column to which the extinguisher is attached. Lights of a bright red color or "For Fire" signs with arrows pointing to the extinguishers are other methods of showing locations. The lettering and the arrows should be done in red. Fire escapes and emergency exits should be marked in a similar manner.

The colors used on the walls of classrooms, halls and shops should be such that their effects are pleasing. Color should afford sufficient reflectivity to give proper illumination in order to reduce eye strain, fatigue and nervousness—and so reduce the likelihood of accidents.

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